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ABSTRACT

This document contains the proceedings of the 1973 Speech Communication Association Summer Conference. Held to expand the impact of the 1972 Airlie Conference, which considered long-range goals and priorities for the Association and the profession, the summer conference emphasized education priorities, research priorities, and future priorities. Included here are major addresses by Neil Postman, who discusses media ecology and its role in communication education, and L. S. Harms, who discusses "The Communication Rights of Mankind: Present and Future." Division Groups discuss such topics as Communication in the Secondary School Language Arts Curricula, and New Thrusts in Departmental Organization and the Preparation of Teachers. Appendixes cover the following topics: Commissioned Stimulus Statements on Competency-Based Teacher Education; Commissioned Stimulus Statements on Communication in Secondary School Language Arts Curricula; and Commissioned Stimulus Statements on Implications of University Reorganization of Speech Departments for the Preparation of Secondary Communication Teachers. A prepared list of materials and bibliographies on future communication technologies is also included. (SW)

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# PROCEEDINGS

**Speech Communication Association**
**Summer Conference IX**

## Long Range Goals and Priorities in Speech Communication

**Palmer House Hotel, Chicago, Illinois**
**July 12-14, 1973**

**Edited By**
**Robert C. Jeffrey**
**and**
**William Work**

**Speech Communication Association**
**Statler Hilton Hotel**
**New York, New York 10001**

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# PREFACE

In September 1972, the Speech Communication Association sponsored a conference at Airlie House, Virginia to consider long-range goals and priorities for the Association and the profession. The seventeen conferees at the Airlie Conference generated a report (published in the April, 1973 issue of Spectra) that was widely discussed at the 1972 SCA Convention in December. The Legislative Council at that convention approved plans for the 1973 Summer Conference to expand upon the "Airlie Report."

The basic purpose of the Ninth Annual SCA Summer Conference was to extend the impact of the Airlie Conference by democratizing participation. The planners of the Conference predicted that those attending would contribute significantly to thought about the future of the profession by further defining goals, designing implementation strategies, and establishing priorities. To that end, all members of the SCA were invited to participate.

Since the "Airlie Report" presented recommendations in three broad areas—Education, Research, and Futurism—, the major divisions of the Conference were arranged to reflect those areas. Participants in Division A considered Education priorities, those in Division B dealt with Research priorities and those in Division C reflected on Futuristic priorities. Divisions A and B were each further organized into three Groups and Division C into two Groups. Participants, upon registering for the Conference, were asked to select the Division and Group in which he/she would like to participate. The Conference Program, reproduced in this report, sets out the sequence of events within the Groups and Divisions over the one and a half day conference.

The Division directors were asked to keep careful records of the deliberations within the Division, particularly of the recommendations and supporting rationales. They were also asked to collect any materials that were distributed to the Groups for reproduction in these Proceedings. Division Directors Ronald Allen and Lloyd Bitzer of the University of Wisconsin and Frank Dance of the University of Denver were diligent and aggressively original in planning for the work of the Divisions, and they were prompt in forwarding materials for publication. I am deeply indebted to them. The product of their labors and those of the Group chairmen forms the basis for this publication.

Major contributions were made to the Conference by Neil Postman of New York University who delivered a provocative and stimulating keynote address, and by L.S. Harms of the University of Hawaii, who concluded the conference with a look into the future, as the luncheon speaker. Transcripts of their addresses appear in these Proceedings.

The Director of the Conference is grateful to William Work, Executive Secretary of the SCA, for his efficiency in coordinating the efforts of many people who contributed to the Conference. The major kudos, however, go to the participants who generated the thought represented on the pages that follow.

Robert C. Jeffrey
Conference Director

PROGRAM
SCA SUMMER CONFERENCE IX

Palmer House, Chicago — July 12-14, 1973

Thursday Evening, July 12

| | |
|---|---|
| 8:00 pm | → Keynote Address: Neil Postman, New York University |
| 9:00 pm | No Host Reception |

Friday, July 13

| | |
|---|---|
| 9:00 am | 'The Airlie Conference,' First Vice-President Samuel L. Becker |
| 9:15 a.m. | SCA Summer Conference IX Overview, President Robert C. Jeffrey |
| 9:30-9:55 am | Organization of Conference Divisions |
| Division A: | Education Priorities, Ronald R. Allen, Director |
| Division B: | Research Priorities, Lloyd F. Bitzer, Director |
| Division C: | Futuristic Priorities, Frank E.X. Dance, Director |
| 9:55-10:15 am | Coffee Break |
| 10:15 am-12:15 pm | Division Groups Meet |
| A: Group 1: | Competency-Based Teacher Education, Gustav Friedrich, Chairman |
| Group 2: | Communication in the Secondary School Language Arts Curricula, Edward Pappas, Chairman |
| Group 3: | New Thrusts in Departmental Organization and the Preparation of Teachers, Barbara Lieb-Brilhart, Chairman |
| B: Group 1: | The Future of Communication Research, Gerald R. Miller, Chairman |
| Group 2: | Research Dealing with Models of Decision-Making, Kenneth E. Andersen, Chairman |
| Group 3: | Research on Problems of Freedom of Speech, Franklyn S. Haiman, Chairman |
| C: Group 1: | The Communication Needs & Rights of Mankind, L.S. Harms, Alton Barbour, Chairmen |
| Group 2: | Future Communication Technologies: Hardware and Software, William Conboy, Larry Wilder, & Jack Barwind, Chairmen |
| 12:15-2:00 pm | Lunch Break |
| 2:00-5:30 pm | Division Group Meetings Continue |
| 8:00-10:30 pm | Optional Division Group Meetings |

Saturday, July 14

| | |
|---|---|
| 9:00-10:40 am | Plenary Sessions: Divisions A, B, C. |
| 10:40-11:00 am | Coffee Break |
| 11:00-12:00 noon | Conference Plenary Session: Recommendations and Priorities |
| 12:15-2:00 pm | Conference Luncheon Address: L.S. Harms, University of Hawaii, "The Communication Rights of Mankind: Present and Future" |

Presiding at all General Sessions: Robert C. Jeffrey

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KEYNOTE ADDRESS

Neil Postman
New York University

I would like to begin by acknowledging that my presence here tonight constitutes my first serious connection with the Speech Communication Association. I have little doubt that the SCA will survive the encounter. And I have even less doubt that I will be the chief beneficiary of that encounter, especially because I plan to stay around long enough to hear people other than myself do some talking. This is not said, by the way, as ritualistic self-deprecation. As you will hear in a moment, my colleagues, students, and I at NYU are engaged in a kind of perilous adventure in the field of communication, and we need the advice, empathetic criticism, and psychic support that only the members of this organization are qualified to give. And so, though I am the keynote speaker at your conference, I come not to bring you the word, which I don't have, but rather a whole bunch of question marks which probably you don't need. Nevertheless, I do so in the sincere hope that some of you by knowing about our situation might help us to find our way to a few creative solutions. Specifically, what I would like to do is tell you about the foolhardy, presumptuous, and exhilarating effort we are making at NYU to elaborate a new perspective for studying communication; one that might still make some sense twenty or thirty years from now. In effect, what we're trying to do is a work within a new structure for understanding the communication process - a structure that reflects the powerful trend toward reorganizing knowledge along the lines suggested by an ecological perspective. Now, as you may be aware, universities are not always sympathetic to such reorganizing efforts, perhaps because with age they suffer from hardening of the categories. Kenneth Boulding says in his book The Image:

> It will be a long time before the restructuring of knowledge which now seems to be underway will be reflected in the organization of universities. Indeed, it is difficult to visualize now exactly what the appropriate organization would be. There can be little doubt, however, that (this restructuring) will eventually have to be recognized officially. Until then, the new structures, as new structures have always done, will have to live in an underworld, an underworld of deviant professors, gifted amateurs, and moderate crackpots.

Let's skip the question as to which of these categories I most rightly belong. It is enough to say that at the School of Education at NYU, a most hopitable reception has been given to those of us who have shown a serious interest in doing something unusual in communication. At almost every turn, encouragement has been freely offered by administrators and faculty. We have even been allowed to invent a new name for our subject--Media Ecology. And one of the more delightful rewards we have reaped is in the fact that both our name and our "course of study" such as it is, were adopted whole by Oxford University last summer. We were encouraged, too, by the fact that Harvard University published this year the final

report of tis Program on Technology and Society. Since that program was established to begin inquiries into many of the same matters we at NYU are concerned with, we have almost begun to feel that we are part of the official knowledge establishment. As many of you know, even those in the academic underworld need stroking, and to receive positive reinforcement from the two greatest universities in the Western world -- well, it is almost too much to bear.

But one must do more than bear it; one must be suspicious of it. All the Oxfords and Harvards and NYU's in the world cannot change the fact that communication as a science and/or discipline just barely exists, if it exists at all; and our colleagues from more settled disciplines are right in viewing us with circumspection. As Gregory Bateson puts it, in Steps to an Ecology of Mind, those of us in communication are explorers, and "in the nature of the case, the explorer can never know what he is exploring until it has been explored." Among other things, that implies that an exploration can, after all, end up badly. And I do not mean by "badly" that you start out looking for spice in China and end up in Puerto Rico. I mean your ship may quite easily hit a rock as you leave the harbor and sink within sight of shore. You never know, at the beginning, if you will find glory and riches or end up a laughing stock in Davy Jones' locker.

But an explorer does at least have a plan and sometimes, a great notion. Well, at NYU we may not have a great notion, or even a plan, but we certainly have a starting point. What that starting point is can be stated in many ways, but I am particularly partial to its expression in Kinesics and Context, by Ray Birdwhistell. This is what he says:

> A human being is not a black box with one orifice for emitting a chunk of stuff called communication and another for receiving it. And, at the same time, communication is not simply the sum of the bits of information which pass between two people in a given period of time.

Now, as long as communication is conceived of as a chunk of stuff, moving this way and that in countable quanta, there is probably no need for a new approach to communication or any approach, for that matter. Each of several academic disciplines -- for example, physics, linguistics, psychology, sociology, literary criticism, semantics, and logic -- can supply a language and a perspective to describe pieces of the chunk. But once an atomistic view of communication is rejected and in its place is substituted a system of an ecological view, you have an entirely new set of problems for which there are no readily available conceptual handles. What you need, when you come right down to it, is a new paradigm. A paradigm, as you know, is a perspective or a model or even a metaphor that serves to define the legitimate problems and appropriate methods of a field of study. Aristotle's Physics, Newton's Optics, Franklin's Electricity, and Lavoisier's Chemistry were such paradigms. Each of them gave rise to a scholarly tradition, and permitted the passage into maturity of each of their respective fields. But history tells that the road to a firm paradigm consensus is exceedingly arduous,

and this is especially so in the social sciences. Take psychology, for example. At the present time, there are at least three important paradigms competing to pre-empt the field. First, there is the tradition begun by Watson and Hull, but which is now known as "Skinnerian." Second, there is the tradition known as "Freudian." And third, there is a relative newcomer, called "Rogerian" or "Maslovian." Each paradigm has its faithful adherents who look with distain on those who are faithful to the others. Each paradigm starts from a different set of postulates and has a unique language: Freudians talk about instincts, Rogerians about needs, and Skinnerians about contingencies. They barely understand each other, or even want to.

Somewhat the same situation exists in the field of communication, where we have several similar paradigms, each with its own special language and adherents. We are all familiar, I suspect, with the Shannon-Weaver-Norbert Wiener paradigm, which talks about communication in terms of noise, redundancy, information overload, and feedback. And I assume we also know about the Birdwhistell paradigm, which uses the methodology and some of the language of structural linguistics as a basis for describing non-verbal behavior or, as Birdwhistell calls it, kinesics. Then there is Erving Goffman's paradigm, which he calls a dramaturgical model because he likens interpersonal transactions to theatrical presentations. And there is also the McLuhan-Jacques Ellul paradigm, in which all human behavior is understood as a function of the dominant communication technologies of a culture. There are, of course, a dozen others that anyone in this room could name, including those of Eric Berne, David Berlo, Harold Lasswell, and Edward Hall. But in reviewing these paradigms as thoroughly as we were able, which is an education in itself, it occurred to us that each one of them is seriously limited in one respect or another. Some are merely special cases of larger paradigms. Some are based on purely atomistic assumptions. Most are unable to cope with the full range of communication transactions that we want to know something about. Information theory, for example, is very useful in looking into machine-machine communication, but it is, first of all, based on a mechanistic input-output metaphor and is, second, next to useless in describing human communication. Goffman's dramturgical metaphor is quite promising in a number of ways, but it is actually a special case of the role-playing paradigm, and it has nothing to say about men and their technologies. McLuhan has plenty to say about that, of course, but almost nothing sensible about anything else. Moreover, his methods are so idiosyncratic that anyone wishing to use his paradigm would hardly know how to behave himself, scientifically speaking.

So what we have tried to do is select a paradigm -- in this case, a metaphor -- that would reflect a holistic perspective, that would comprehend all communication transactions, and that would be useful in organizing research into the widest variety of communication situations. The metaphor we chose, as you might infer from the name media ecology, is, of course, that all communication is an environment. By adopting this perspective, we are not only rejecting the idea that communication is a chunk of stuff, but also the idea that communication takes place in an environment. What we are putting forward is the idea that communication is an

environment, from which we have concluded that the study of communication is, or should be, one of the ecological sciences.

Now, I do not suppose that this metaphor will strike any of you as especially startling. Every one of us has come across it before. For example, Edward Hall is not far from it, and Marshall McLuhan probably means something like it when he says that the medium is the message. Ray Birdwhistell certainly does when he defines communication as "that system through which human beings establish a predictable continuity in life." But what is distinctive, we think, in what we are trying to do at NYU is that we have assembled a community of teachers and students who have committed themselves to rigorously exploring the ecological paradigm to see how far it can take us, and in what directions. By "rigorously exploring," I mean that in all our research, in all our courses, in all our discussions, and in all our writing, much of which is contained in our publication, The Media Ecology Review, we start from the premise that every communication system and process is connected with every other communication system and process in a complex network, and that the study of communication processes is the study, not of elements, but of elements in relationships. Thus, our attention is focused not on who says what to whom through what medium, etc., but on how the who, what, whom, and medium are interrelated. From the ecological perspecitve, content analysis, for example, is viewed as either trivial or irrelevant. What matters to us is context, and to the extent that media ecology has, as yet, a methodology, that methodology might be called context analysis. This implies looking at communication environments as systems within systems within systems. It means trying to identify the significant characterisitcs of each system as a whole, the sybsystems of which it is composed, the larger system within which it functions, and all the significant relationships among them. To make things even more confusing, context analysis takes as its subject matter the transactions between individual and reality, individual and individual, individual and group, group and group, group and culture, and culture and culture, and tries to see them all as functions of one another. Moreover, context analysis, or media ecology gives special attention to the roles played in each of these transactions by the media through which they are conducted. By "medium", we mean any agent or agency through which two or more discrete elements are linked in a transacting system. Communications media include, therefore, both technologies like film, radio, and television and techniques, which are media composed of a set of procedures. I suppose one might call techniques "soft" media, although they are no less compelling than technology itself. The technique known as "operant conditioning," for example, is a medium which links behavior A to behavior B. Parliamentary procedure is a medium connecting event A to event B; and the medium known as Aristotelian logic links statement A to statement B. Thus, from our point of view, a technology or a technique is an environment within an environment.

To try to give you a concrete illustration of how context analysis works, let me choose the environment you and I presently find ourselves in. To begin with, I am reluctant to give this environment a name because by naming it, I will

prejudice the analysis. For example, if I call this environment, The Keynote Address, or even Postman's Keynote Address, I would impose on it the tacit assumption that the content of Postman's words is probably the most important element in the environment, which is quite probably not true. Moreover, by naming the environment, The Keynote Address, I would effectively obscure the role that the addressees have played in making the address what it is. Not only that, by calling it Postman's Address, I might foster the impression that the role you play is essentially passive; a matter of merely recording what I say, which is, of course, not what is actually happening. I don't want to dwell on this point beyond observing that the name one gives to the system one is looking at usually turns out to be an element in the system itself, because it always gives some degree of direction to the observations one will make. Let us say, then, that this environment is our keynote address, and leave it at that -- although a good media ecologist would never leave it at that because one of his first concerns is to specify the effects of his own behavior as an observer -- including his naming behavior -- on the system he is observing. In any event, one of the first questions we now have to ask is, What is the larger system of which this environment is only a part, and what is the relationship between them? Well, obviously, this system is part of the larger environment called the 9th Annual SCA Summer Conference, and the apparent function of this speech is to mark the beginning of the larger event. This fact calls attention to an invariable characteristic of all communication environments, namely, that they all have boundaries -- more or less arbitrary dividing lines signifying the end of one system and the beginning of another. College graduation ceremonies, doctoral orals, and wedding ceremonies are boundary markers of the most obvious and formalized kind. Dressing for dinner, signing in at conventions, and events like this speech are boundary markers of a more subtle kind. But they all serve the same function -- and that is to define the environment one is about to enter. They signal, in effect, that a certain set of behaviors, and not others, are in order.

One of the important functions of our keynote address, then, is to mark the boundary between conference and non-conference. This seemingly simple observation suggests a number of interesting questions, among them, this: if this event is primarily a boundary marker, is it the most effective structure that can be found to do the job? Of course, to answer that question, one would have to answer the question, what is the function of the larger system -- the 9th Annual SCA Summer Conference? Now that is, I'm sure, a complex question. Depending on who you are, the answers will be quite different. They will range from, "I've always wanted to go to Chicago," to "It's good to have this on my record," to"Let's get away from the kids for a weekend," to "I need some contacts for a job." I doubt, incidentally that the formally stated purpose for holding this conference was the compelling reason for bringing most of us here. The formal declaration is more in the nature of what media ecologists would call, a binding strategy, or for short, BS. Nevertheless, one of the functions of the conference as a whole is to serve as a boundary marker within a larger system -- for example, it draws a line between those of us who are " committed speech communication professionals" and those "ordinary, standard-brand slobs" who stayed home.

Whatever the specific functions of a particular professional conference may be, the communication system known as a convention has certain structural characteristics as a whole that are worth noting, because they serve to explain much of the behavior that takes place inside the system. For example, in examining other convention environments, I have come to the conclusion that they are apt to be quite weird in that they are almost entirely closed systems -- that is, environments that are not truly connected to any larger systems. It is almost as if conventions hover in a world of their own -- beginning, middling, and ending -- leaving memories but few consequences. That is why, I imagine, so much hyperbole and fantasizing goes on at conventions, and occurs in all the convention's sub-systems -- hotel bars, hotel rooms, the keynote address, workshops, restaurants -- wherever the conventioneers gather. The closest parallel I can find to the communication environment of a convention is the system that is created on airplanes when passengers engage in complex transactions. That environment begins when you enter the plane and ends when you leave it, and except in rare cases, has no relationship to other systems within which passengers must function. That is why, I believe, so many people tell outrageous stories about themselves to other passengers. One need fear only internal contradictions. There are no external implications. That is also why the tales, fantasies, and flirtations in which one may engage on an airplane may be regarded as harmless. The same is true for the tales, fantasies, and flirtations in which one may engage at a convention, because for all their differences, the airplane and the convention are structurally quite similar in that their boundaries are extraordinarily well defined -- almost, in fact, impenetrable. As environments, they are self-contained. Now, this characteristic of conventions helps to achieve certain purposes: - it promotes, for example, a strong sense of group identity and loyalty. At the same time, it precludes other purposes, for example, the carryover of convention spirit and learning into the less exotic systems in which we function back home.

Of course, no communication environment is so completely closed that its boundaries cannot be breached, although in general, the more isolated the system is from its suprasystems, the more extreme the behavior within it must be to break through the boundaries. And such breaks, when they do occur, are always traumatic. To shift the context for a moment, this is in part what the Watergate scandal is about. What Haldeman, Mitchell, Erlichman, and Dean did was to create a closed communication environment, which accounts in part for the intense team spirit and loyalties of which they all speak. But as their behavior became increasingly bizarre, it was inevitable that their system would be penetrated by searching inquiries from those in the larger systems surrounding the White House. The trauma that resulted broke the closed-system to pieces, destroyed all the coordination of its elements and made it into a junk pile rather than a system. One might even say that the entire problem of the present administration is that it assumed that the Presidency was a closed system.

But to return to our present situation, I should point out that the relative openness or closedness of any system varies for different participants, by virtue of their position and function within the system. My own position and function in

this environment, for example, imposes certain definite restrictions on the number and quality of the fantasies I may create simply because, if someone records my remarks or asks for a copy of my talk, I am immediately faced with the possibility of being drawn into some larger system of which this convention is only a part. I am not saying, by the way, that I am therefore creating no fantasies, but only that I am aware that my behavior in this environment is governed in part by my relationship to larger systems. So is yours, of course, but probably to a somewhat lesser extent -- unless you choose to do something bizarre. For example, if you should fall asleep within the next five minutes, the chances are that your behavior will not have implications much beyond this room. If, however, you should stand up, remove your clothes, and announce that you are going for a swim, I should not be surprised if your wife, or your dean, or even your mother would eventually learn of it. Should any of you do this, by the way, here's what we'd say about it as media ecologists: that you have, first of all, misconceived the structure and function of this environment; that you have misread the boundary markers; that you are an element, so to speak, that has rejected being part of the available subsystems within this environment; and that your action will change all the relationships of all the other elements in the environment in such a way, I suspect, as to render the original environment untenable. You would, in short, have created a traumatic system break, or, to use another ecological metaphor, polluted the environment beyond its capacity to regenerate itself. Unless, of course, you do this <u>now</u> -- in which case none of what I just said will be true. In other words, not that I have mentioned and discussed the possibility of such behavior, the meaning of your doing it will be entirely different from what it might have been before. The context, you see, always determines the significance of the content.

But the context of any communication environment is only partly defined by the larger system in which it functions. It is also defined by the smaller systems which make up the environment, and the relations among them. This leads to the question, What are the subsystems that comprise our present environment? I am, myself, an obvious subsystem, and so are you, and if we inquire into both our purposes for being here, and our functions in this system, we will undoubtedly uncover important information about the environment as a whole. For example, from a functional point of view, it wouldn't make much difference if I fall asleep in the next five minutes, or take off my clothes. Either way, I induce a traumatic system break. In other words, the variations in the functions of subsystems explain the range of permissible behaviors within the environment. Moreover, when we ask about the effects of our physical arrangement - including the vantage points from which we see or hear each other, we learn even more. And when we inquire into the technologies that are part of this environment -- whether it is the microphone in front of me or the tape recorder you hold, we learn still more about what this environment is all about and how it is shaping up and shaping <u>us.</u> For example, how would I be different if I were being video taped? How would you be different if you were watching a video tape instead of me in the flesh. Would you be offended? Would you be more engrossed? Would I seem to speak with more authority? Would you feel more free to talk to the person next to you,

and if so, how would that effect your relationship with the other people around you now, and with me? What is the most effective medium to use in order to link you and me and everyone else here in a single system with a common goal? This last question is especially fascinating to media ecologists, and we have been most concerned to find out something about the relationship between the people in a communication environment and the technology they are using. Since most of you are teachers, I am sure you have noticed, for example, that the fastest possible way to lose the coordinated attention of a group is to pass out written material while you are talking. Print is the isolating medium par excellence. It creates a special environment all its own, resulting in the temporary suspension of all the imperatives of larger communication environments around it. And there is no point either in telling your audience not to look at the printed material until you have finished talking. So far as we have been able to determine for most people, print will win the competition for attention with speech in most contexts. Perhaps that is why most teachers insist on reading aloud to students whatever is contained in printed material they hand out. They must intuitively sense that the only way to maintain control over a print environment is to superimpose on it their own voice. I might add, here, in case you are interested, that our initial research indicates that in the competition among media for people's attention, the telephone wins hands down in just about every context. We even have testimony to the fact that the act of love can be terminated instantly by the ring of a telephone. In media ecology, we call this telephonis interruptis. Less serious, but equally revealing is the fact that on two occasions in the past year, bank robbers in the actual process of being surrounded by police, took time out to answer phone calls placed by curious reporters. One of the bank robbers actually said, "Could you call back later. I'm busy now."

This question -- How does technology affect human perception, feeling, and value? -- has been almost a preoccupation with us. It is difficult enough to analyze a communication environment such as this keynote speech, or a courtroom, or a classroom, or a business office. But in such environments, the rule of interaction are usually quite explicit and sometimes even formally stated. However, in the case of technologically-created environments -- that is, the relationship between people and their radios, films, television, telephones, computers, and the like -- the rules of interaction are mostly hidden from view and are next to impossible to uncover. This is probably due to the fact that we are so easily distracted by the content of these media. The compelling question always seems to be, What is the message? or What is the movie about? But, of course, what the media ecologists wants to know is how media environments work - how they structure what we see and say, and, therefore, do, and how this structuring changes as the media themselves move from one environment to another. A very difficult task. But the difficulty of it has not stopped us from asking some of the big questions. For example, In what ways does technology generate social change? What are the consequences of new communication environments -- from computers to communes -- for education, politics, literature, and religion? In what ways do speeded-up communication environments affect interpersonal relationships? What role does language itself play in conserving social institutions?

In trying to answer these questions, our ecological paradigm has been excitingly useful. But lest you start wondering where are all the question marks I promised, let me say that we have been unable, so far, to develop a workable taxonomy. Our theories, such as they are, are woefully weak -- sometimes tautological or simply trivial. Our methods of context analysis are still gross and eclectic. The results of our analyses are frequently so complex that we hardly know how to organize what we have observed. There are times, frankly, when we wish that communication was, after all, a chunk of stuff. But, of course, we carry on, and by "we" I mean mostly the students in our program. And before concluding, I would like to say a word about them. To begin with, I have the impression that I was in fact invited here not so much to talk about communication, but to say something about communication education. Well, although it may not have sounded like it, I think I have. You see, the fact that media ecology is in such an under-developed condition makes it all the more useful in schools -- at all levels -- as an approach to communication. Media ecology is not yet a "subject," and may not be one for decades still to come. Media ecology is a field of inquiry; and fields of inquiry imply the active purusit of knowledge. Discoveries. Explorations. Errors. Uncertainty. Change. New Questions. New Terms. New Definitions. In short, media ecology is, itself, an open system, which, as I see it, should be the main characteristic of the curriculum of the future. A subject, on the other hand, is too often closed. It implies a well-ordered and stable content, a parcelling out of information, an act of ventriloquizing someone else's answers to someone else's questions. But in media ecology, we offer students an environment, including a paradigm, that permits them to think and invent in ways that are too often closed to them in more settled disciplines or approaches. In a way, you might say that students in media ecology and other underworld enterprises will be the knowledge organizers of the future, no matter how tentative their scholarship must be today. Which reminds me of the wonderful exchange between Justice Holmes and John Dewey -- a sort of paradigm itself for life in the academic underworld:

Justice Holmes said, "Professor Dewey, I think your early writing was clearer than your later writing." "Yes," said Dewey, "then I was digging down three inches; now I'm trying to dig three feet." "Ah, yes," said Holmes. "When I've stopped think, I'm very lucid."

I would sincerely like to invite any of you who are willing to forgo lucidity to help us or join us in our digging.

Thank you.

## REPORT OF THE EDUCATION PRIORITIES DIVISION

### OVERVIEW

R. R. Allen, Division Director

This division sought to establish educational priorities related to three important topic areas: competency-based teacher education, communication in secondary school language arts curricula, and implications of university reorganization of speech departments for the preparation of secondary school communication teachers. After a brief divisional meeting on Friday, July 13, participants met in groups for the remainder of the day. The groups were chaired by Gustav Friedrich, Edward Pappas, and Barbara Lieb-Brilhart.

Each group began with a consideration of stimulus statements. The groups were then divided into interest groups to explore the issues raised by the stimulus statements and to arrive at recommendations.

On Saturday morning, July 14, the Education Priorities Division met in plenary session to consider the recommendations prepared by the three groups. Following a report by the three group chairpersons, a spirited discussion ensued. Since time was limited, no attempt was made to secure divisional consensus on the recommendations advanced. Thus, the recommendations presented in this report should be taken as position statements of the participants in the group offering each of the recommendations.

In the following three sections, a summary of the deliberations of each of the groups is provided. The report concludes with a brief summary statement.

### GROUP ONE: COMPETENCY-BASED TEACHER EDUCATION

Gustav W. Friedrich, Chairperson
Cassandra L. Book, Recorder

Traditionally, teacher educators have assumed that if a student accumulates a specified number of credit hours with a C average or better and survives the student teaching experience, he or she is ready to begin teaching. In recent years, however, teacher educators in speech communication have expressed increasing dissatisfaction with such an assumption and have been actively searching for viable alternatives. One such alternative, competency-based or performance-based teacher education (CBTE), was selected as the focus for this group's discussion. To facilitate discussion, activities of the group were divided into two phases: an input phase and a deliberation and recommendation phase.

#### Input Phase

The input phase consisted of four brief commissioned stimulus statements: Philip P. Amato, Emerson College, explained the case for CBTE; L. E. Sarbaugh, Michigan State University, discussed some of the competencies which speech teachers need; William D. Brooks, Purdue University, considered the issue of how speech education programs can best develop such competencies; and Kathleen M. Galvin, Northwestern University, raised the question of how the results of CBTE programs can best be evaluated. These stimulus statements are presented as Appendix A.

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Deliberations and Recommendations

The deliberation phase began with a discussion of the issues raised by the four stimulus presentations. After brainstorming for ideas to share with colleagues, the group subdivided in order to prepare the series of recommendations which follow. With minimum reservations, it was the consensus of the group that:

1. Departments of speech communication should adopt a competency-based approach to teacher education (CBTE). This recommendation is based upon a rationale that CBTE:
   a. Provides precise expressions of what is to be learned in advance of instruction and the criteria by which the student becomes aware of his/her own competencies.
   b. Permits identification of entry and exit points irrespective of time or course sequence limits.
   c. Provides an environment conducive to individualized instruction.
   d. Allows the student greater freedom of choice for achieving goals within the teacher education program.
   e. Provides a basis for assessing teacher education by constituencies concerned with accountability.
   f. Encourages more specific and continuous feedback to individual learners.
2. In regard to the nature of competencies, we should identifiy general areas of competence applicable to all teachers as well as competencies unique to speech communication teachers. These areas of competence should be developed in behavioral terms and should encompass areas such as:
   a. Characteristics of the learner
   b. Subject matter (particular reference to examples of speech communication competencies are expressed in the addendum to L.E. Sarbaugh's paper which is included in Appendix A.)
   c. Skills and resources necessary in the management of the learning environment (examples of such competencies are identified in William Brook's paper which is included in Appendix A)
   d. Professional context in which the teacher operates
   e. The learning ecology (including such influences as the environmental, societal, and cultural systems)
   f. Self
   g. Various roles that the teacher plays
3. Teacher educators should develop cognitive, affective, and psychomotor competencies in their students at <u>all</u> levels of learning.

4. A CBTE program must have a strong research component to allow it to adapt to changing circumstances and to provide the basis for examining the assumptions underlying the approach.

5. SCA/ERIC should commission bibliographies:

   a. Of available instruments for implementing and evaluating CBTE

   b. Of related research available on CBTE

   c. Of instructional aids, model programs, and technology available to educators involved in CBTE

6. The SCA should develop CBTE in-service modules.

7. The SCA should develop a program of national, regional, and state workshops on CBTE.

8. Speech communication teachers should investigate the possibility of interdisciplinary cooperation in the development of CBTE programs including the specification of competencies which speech teachers are uniquely qualified to develop.

## GROUP TWO: COMMUNICATION IN SECONDARY SCHOOL LANGUAGE ARTS CURRICULA

Edward J. Pappas, Chairperson

Contemporary secondary school teachers of speech communication are faced with many challenges. They are asked to totally redefine the substance of their instruction and to achieve synthesis with their peers in cognate disciplines. They are challenged to become more systematic and accountable in their instruction: to specify with precision the competencies they seek to perfect and the standards against which their instruction is to be measured. They are encouraged to use instructional technology and to individualize instruction. They are asked to focus on process rather than on product, to stress experiential curricula, and to encourage the formation of sound values. The purpose of this group was to consider some of the problems experienced by secondary school teachers of communication as they seek to be responsive to these, and other, challenges.

### Input Phase

Nine stimulus statements were presented at the opening general session of this group. Each paper dealt with a specific concern. James Gibson discussed the problem of articulation and overlap between high school and college curricula. Lyman Steil raised questions concerning competencies in communication needed by high school students. Richard and Linda Heun examined alternative strategies for studying communication. Three high school teachers, Margaret Miller, Gloria Lauderback, and Cynthia Baston presented approaches to the basic high school speech course for scrutiny and discussion. David Markham explored the question of instructional technology. Jo Sprague confronted the question of criteria for evaluating the secondary language arts curricula. Finally, Edward L. McGlone discussed the necessity for evaluating outcomes of language arts instruction as the professional obligation of all teachers. These stimulus statements are presented as Appendix B.

Deliberations and Recommendations

Three interest groups were created to explore more fully questions and issues embedded within the stimulus statements. The recommendations for the three interest groups are reported separately.

Interest Group One - Curriculum Evaluation Recommendations

1. It is recommended that SCA commission research to operationalize the desirable outcomes of secondary language arts curricula. This operationalization should follow a procedure which includes:

   a. A critical assessment of what communication knowledge, skills, and values should be acquired by high school students.

   b. Behavioral evaluations of pedagogical techniques for instruction in these knowledges, skills, and values.

   c. Identification of strategies for attaining these communication knowledges, skills, and values.

   d. Development of appropriate measures of these knowledges, skills, and values. (Note: Airlie Recommendations E-13 and E-19).

2. It is recommended that SCA sponsor programs for assessing community awareness, needs, and involvement in the subjects of communication curricula. Such information should be disseminated to principals, superintendents, and local and state school boards. (Note: Airlie Recommendation E-15).

3. It is recommended that SCA urge its members in college and university departments to structure teacher education programs to include specific course preparation in the measurement and evaluation of communication processes and effects. (Note: Airlie Recommendations E-13 and E-14).

Interest Group Two - Recommendations for Stating Competencies & Objectives

1. It is recommended that the SCA endorse the principle that lists of behavioral objectives and competencies in speech communication education should serve to expand options by emphasizing processes of responding rather than specifying particular responses.

Interest Group Three - Recommendations Relative to the Nature of Communication Education K-12

The following recommendations are extended as preliminary but significantly felt concerns relative to enhancing speech communication education in the United States. The recommendations are expressed concerns of a group primarily composed of secondary school educators.

Underlying these recommendations is a belief that the nature and quality of communication education K-12 in the United States ultimately rests with each instructor in the field, but can be and should be supported and enhanced by a strong national organization.

To this end it is strongly recommended that the following ideas be carefully considered as preliminary steps to definitive action.

It is recommended that the SCA should:

1. Encourage a variety of speech communication offerings K-12 (e.g. integrated traditional/interpersonal, traditional, and interpersonal; required, elective, semester, full year, and mini-course).

2. Prepare a recommended list of essential speech communication skills in a K-12 program.

3. Investigate and communicate means by which speech communication instructors K-12 can enhance interdepartmental relations.

4. Promote consideration of the vital issue of the role of competition in co/extra-curricular speech programs.

5. Encourage the development of generalists for speech communication instruction K-12, and promote balanced course offerings for potential speech teachers K-12.

6. Encourage teacher education faculties to inform and promote membership and participation in speech communication organizations.

7. Coordinate interaction between state, regional, and national certification committees and teacher education programs to develop and maintain standards.

8. Promote articulation among and between K-16 speech communication programs regarding standards, expectations, and procedures for advanced placement.

9. Develop strategies to increase its influence on organizations such as NCTE, NASSP, NEA, AFT, The National Federation of High School Leagues, and National Assessment Programs.

10. Develop a promotional campaign for the speech communication field directed to school principals, guidance counselors, certification committees, and members of State Departments of Education.

11. Develop additional programs and services for K-12 instructors to encourage their involvement in SCA (e.g.: in-service workshops and summer institutes.).

## GROUP THREE - IMPLICATIONS OF UNIVERSITY REORGANIZATION OF SPEECH DEPARTMENTS FOR THE PREPARATION OF SECONDARY COMMUNICATION TEACHERS

Barbara Lieb-Brilhart, Chairperson

Educational priorities emerging from the Airlie Conference recommended the development of curricula emphasizing interpersonal and functional communication in K-12 speech programs. Such priorities have apparently emerged from the recent emphasis upon interdisciplinary research and teaching of communication in its many dimensions beyond that of the traditionally emphasized persuasive public speaking. The interdisciplinary or non-disciplinary view is reflected in new texts such as that by Budd and Ruben[1] in which speech is represented as but one among many approaches to the study of communication. Indeed, the trend in universities has been toward the development of new administrative structures such as schools, departments, and centers of communication where scholars, regardless of discipline, could study from various viewpoints the problems, processes, and products of communicative acts.

Furthermore, the growth of numerous professional organizations (of which SCA is but one) seeking public and professional support for their interests in the study of communication further reflect multi-disciplinary claims to the area.

Given the realities of new developments in the field of communication, particularly as these have been reflected in administrative reorganizations at the university level, group participants sought to identify the implications of these changes for secondary teacher preparation.

### Input Phase

In order to establish the data from which to delineate the issues for deliberation, six position papers, representing diverse viewpoints, were delivered and discussed. The first two, by Richard B. Lee and Robert Hopper, presented views on the implications of university reorganization for communication teacher preparation in the secondary schools. The next two papers, by William Davidson and Sharon Ratliffe, described current teacher preparation models and possibilities of new models for communication education. A summary of the specific data related to state certification standards was distributed as an addendum to Mr. Davidson's paper. The last two position papers provided input for consideration of the practical problems in transition from old to new teacher preparation models as experienced by Charles Carlson in the state of Ohio and by Dean Frost in a local school setting. These position papers are presented in Appendix C.

### Deliberations and Recommendations

From the discussion of the position papers presented during the Input Phase, three probelms were delineated by the group participants for more intensive deliberation in subgroups:

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[1]R. W. Budd and B. D. Ruben (eds.), Approaches to Human Communication (New York: Spartan Books, 1972).

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1. In what ways should secondary and college departments be organized administratively to reflect new interdisciplinary approaches to communication?

2. What certification models should be recommended for teachers pre-K through community college to reflect new communication interdisciplinary approaches?

3. What recommendations should be implemented by SCA to improve existing secondary speech programs?

Interest Group One - Administrative Reorganization
Robert Hopper, Group Leader

The deliberations of the interest group concerned with administrative reorganization of departments centered on the following issues:

1. Similarities and differences among members of the speech profession and those of other professions interested in communication.

2. The position to be adopted by SCA in its advocacy of administrative structures maximally reflective and pragmatically supportive of the changing field of communication.

3. The relevance of administrative reorganization to teacher training programs.

After the discussion of the foregoing issues during the afternoon meeting, the interest group adopted the following recommendations which were later endorsed by participants in the full group.

1. SCA, through its publications, committees, and other mechanisms, should continue the thrust begun at the Airlie Conference for unification of many scholarly organizations relating to communication. (comm-unity).

2. Based on the belief that communication programs should promote an interdisciplinary focus, endorsement was given to the following set of guidelines as a position on administrative organization to be recommended by SCA:

   a. Disciplinary boundaries should be viewed as places for interaction and interface rather than as areas for conflict.

   b. In post-secondary educational institutions, speech communication related units should lead attempts to form administrative structures focusing on study and instruction in functional communication behaviors.

      (1). In universities, such units should become colleges or schools of communication in order to enjoy the advantages of increased political support and visibility which such structures make possible. Furthermore, in forming such structures, consideration should be given to advantages of influence upon existing

situational variables such as other interdisciplinary programs, clusters and residential colleges, problem-centered disciplines, continuing education and extension programs, and the "classroom without walls" concept.

(2). While the departments, subject areas, or subdivisions which collect themselves into schools of communication are likely to vary among institutions, such subject areas which are likely to contribute effectively to a school of communication are: Intrapersonal, Interpersonal, and Organizational Communication; Speech and Hearing Services (including a component on communication development); Intra- and Intercultural Communication; Broadcasting; Cinematic Arts; Interpretation and Theatre; and Journalism (including electronic journalism).

(3). Communication majors should be encouraged to pursue studies beyond that offered in the school of communication, for example, in English, Linguistics, Anthropology, Psychology, Sociology, Education, and Business.

(4). New Administrative Structures should be implemented on a five-year-rolling-planning basis with constant updating and long-range concern.

3. Since trends such as that in Michigan foreshadow the emergence of interdisciplinary secondary programs, SCA's Associate Executive Secretary for Education should encourage secondary speech teachers to lead in the formation of administrative structures reflecting more global, interdisciplinary communication programs. Such programs would include subject areas outlined for university schools of communication and, in addition, might incorporate composition and literature.

4. With reference to teacher preparation, SCA should support the positions that:

   a. Each secondary teacher prepared by a school or college of communication should, in addition to a broad communication background, choose and develop a specialized field of expertise such as one of those mentioned in Recommendation 2 b.

   b. Through the specification and dissemination of qualifications SCA should promote a vision of the "Communication Teacher" as a certified, qualified instructor focusing upon practical instruction in functional communication behaviors.

   c. All teachers (K-12) should receive practical communication instruction in schools of communication primarily through courses from the interdisciplinary curriculum which might also include the course in "Communication for Teachers."

Interest Group Two - Certification Models
Sharon Ratliffe, Group Leader

The group deliberating on recommendations for certification models (K-Community College) which would reflect new communication interdisciplinary approaches centered discussion on the following issues:

1. Establishment and monitoring of standards of effective communication programs.

2. Establishment and monitoring of preparation and certification criteria for communication teachers.

The recommendations emerging from the discussion of these issues, subsequently endorsed by group participants, were:

1. A four-fold approach should be taken to solve problems of appropriate teacher preparation models.

   a. The SCA Educational Policies Board should establish a committee whose task is to identify characteristics essential to teacher preparation models for communication teachers. Application should then be solicited from university departments of speech communication which incorporate those characteristics in their teacher preparation models. A reasonable number of these college and university programs should then be named as experimental communication teacher training centers sanctioned by SCA. Funding should be sought and educators and researchers at these centers should begin (1) to identify the roles and test the competencies deemed important in teaching communication in the secondary school, (2) to employ and evaluate a variety of secondary school teacher-college and university faculty-lay personnel-high school student-teacher trainee relationships, (3) to explore possible political-legal arrangements between SCA, colleges and universities, secondary schools, and state boards and departments of education for certifying secondary school communication teachers.

   b. SCA should actively pursue interdisciplinary coordination with professional associations in the language arts for the purpose of identifying a core requirement recommended as common for teacher preparation models for all subject areas within the communication rubric.

   c. EPB should identify basic (core) competencies for the beginning communication teacher with the encouragement that they achieve additional competencies in the more specialized areas of the communication discipline as they fulfil permanent certification.

   d. Airlie Recommendation E-3 regarding minimum certification standards for teachers should be focused on competency-based standards not only for secondary school communication teachers

but also for the college faculty who prepare secondary school communication teachers.

2. With respect to the maintenance of the quality of communication programs, the following three-fold approach is recommended:

   a. SCA should develop standards for effective communication programs at elementary, middle, senior high school, undergraduate, and graduate levels.

   b. The EPB should take responsibility for restructuring the criteria for evaluating what is now labeled "speech" in the Evaluative Criteria publication (1974 copy deadline for 1980 publication).

1  c. SCA should develop and make available a list of evaluators in all states who may be called upon (in teams) to evaluate secondary school speech communication programs.

3. The Airlie Recommendation E-7 regarding the facilitation of exchanges of resident professors should explicitly be expanded to include the exploration of exchanges between K-12 teachers and university faculty responsible for training K-12 teachers.

Implicit in the discussion of teacher preparation models was the belief that individuals who did not demonstrate specified competencies should not be "sanctioned" by the communication profession as teachers. Accordingly, those not considered "appropriate" as defined by early experiences in the teacher preparation program would be phased out and not permitted to contin .

Interest Group Three - Improvement of Existing Secondary School Programs
William Davidson, Group Leader

The group deliberating upon recommendations to be implemented by SCA for the improvement of existing secondary speech programs discussed the following issues:

1. Insufficient articulation between secondary and college faculties
2. Lack of attractive graduate programs for secondary teachers
3. Insufficient contact between SCA and individual states on issues related to concerns of departments of public instruction
4. Difficulties for secondary teachers in keeping abreast of developments emerging from the field of speech communication
5. Lack of relationship between contest related activities and communication instructional objectives in the secondary schools
6. Lack of publications and other media that speak directly to the secondary teacher.

Recommendations emerging from the discussion of these issues follow:

1. To improve relationships between secondary and college faculties, SCA should:

   a. Encourage post-secondary faculties to interact with secondary teachers to a) hear their assessment of needs, and b) respond with instruction and programming in those areas.

   b. Promote teacher exchange programs with colleges and universities on national and international levels.

   c. Continue to promote summer institutes, but include high school students and the exchange of secondary and college staffs.

   d. Establish one liaison in each state who will organize a task force to report to SCA in one year on the number of secondary teachers in their state speech associations and steps that have been taken to encourage secondary school participation. In addition, the liaison would contact state and regional associations to involve more secondary teachers in programs and publications.

2. SCA should seek to promote the development of graduate programs attractive to secondary teachers. Such programs should present an integrated study of communicative acts (specifying commonalities in such areas as written communication, interpersonal communication, and mass communication.).

3. EPB should fund travel for individuals to offer short courses in speech communication at area meetings of secondary teachers and administrators not affiliated with the speech communication profession.

4. SCA should formulate and disseminate a statement describing the relationship between contest related activities and sound objectives of instruction in communication in the secondary school.

5. To provide materials designed for the secondary teacher, SCA should:

   a. Start a new SCA publication with a "how to" focus such as "throw away sheets" or workshop monographs.

   b. Investigate the possibility of new media to reach teachers.

   c. Encourage the increase (to a majority) of the numbers of secondary teachers on state journal editorial boards.

## SUMMARY

It is difficult to express in print the essence of all that was said by the more than seventy participants in the Educational Priorities Division. Many good ideas undoubtedly escaped transition from the oral to the written mode. The haste with which recommendations were, of necessity, constructed may cloud the framer's true intent. In bold print, all thirty-five of the recommendations appear to have equal weight. In fact, they differ substantially in merit. Some recommendations are the

product of extensive and thoughtful interaction. Others were hurriedly composed in the closing minutes of a long and strenuous day.

Whatever the merits of the individual recommendations, some very significant things were said. The stimulus papers which comprise appendices A, B, and C suggest the full range of important topics which were considered. In the few paragraphs which follow an attempt will be made to capture the tone and temper of the interaction.

Many participants expressed discontent with the status of contemporary speech communication instruction in the schools. Secondary school curricula reflect too little of the understandings which have emerged from the study of communication at the university level. In the elementary school, the systematic study of communication is even more hazily represented. We apparently find ourselves caught in the "thorns of the trilemma": the heritage of the past which has identified us with activity-oriented speech pedagogy; the unhappy reality of the present, where even the content of the past has not been accepted as worthy of a requirement in every secondary school; and the call of the future where colleagues in a number of disciplines may come together to comprise a field called "communication."

Recognizing that we are not what we might be, conference deliberations focused on the means for improving communication instruction in the schools. We must, first of all, specify, in a very clear way, what we are about. A number of interest groups called for the careful specification of the competencies we seek to develop in children. Additionally, we must learn more about the measurement of such competencies and the instructional strategies which enable their acquisition. We must also ensure that our insights concerning communication education are disseminated to those who must know. A number of interest groups called for an increase in the quantity and quality of communications addressed to teachers: improved convention programming, more and better summer workshops, more and better in-service programs, new and improved journals, and the use of non-print media in communicating with teachers. Our training of teachers must also be improved. Most secondary teacher preparation programs for the subject labeled "speech" do not adequately prepare teachers to build secondary curricula focusing on the multi-faceted nature of human communication. Nor do most teacher preparation programs ensure that its graduates possess basic teaching competencies. As we discover what we must be and communicate our new insights to teachers in training and teachers in the field, we must also ensure that we organize ourselves politically to effect changes in local school settings, state departments of public instruction, and national agencies and organizations.

The deliberations of this division were infused with optimism toward the future and with our ability to upgrade our present programs, administrative structures, and teacher preparation models to meet the communication needs of tomorrow's students. Our charge to SCA is that it become the catalyst organization for promoting organizational and academic changes that efficiently promote the study and teaching of communication knowledge that is multi-purposed, multi-contextual, and multi-disciplined at all levels of academic curricula.

# APPENDIX A

## Commissioned Stimulus Statements

## on

## Competency-Based Teacher Education

Education Priorities Division Group One

Gus Friedrich, Chairperson

# THE CASE FOR CBTE IN SPEECH COMMUNICATION

Philip P. Amato
Emerson College

Although competency-based or performance-based teacher education may be viewed as another educational innovation, the concept from which it emerges is neither new nor restricted to teacher training. Over the past two decades a great deal of attention has been devoted to the student as an individual learner rather than as a member of a class or group. Those concerned with education have also devoted a great deal of time and money in an effort to develop ways that ensure actual rather than expected learner performance. Education, in short, is rapidly becoming a learner-oriented, learner-paced process. The concept of accountability, behavioral objectives, criterion-referenced measurement, feedback loops and devices, prescribed or individualized learning, and simulated technology reflect this shift in the focus of education. Competency-based teacher education represents this learner performance orientation and its educational process in the training of teachers.

In the brief time allotted to me this morning, I shall attempt to present an abbreviated case for competency-based teacher education in speech communication. The case is based upon three assumptions.
(1) The concept of competency-based instruction is consistent with the goals of teacher training and superior to traditional methods.
(2) The shift to this type of training is already evident.
(3) The bases for the competency-based system are presently operative in speech communication education.

Traditional teacher education is basically a course-credit accounting system and has been characterized as "experienced based."[1] It assumes that if a student experiences a specified number of courses or credit hours, he or she is ready to begin teaching. On the other hand, a performance-based approach assumes that demonstrated competency is the true index of teaching readiness. The prospective teacher is required to demonstrate an ability to promote learning or exhibit knowledge and skills known to promote it. In lieu of specified courses or credit hours, a competency-based teacher education program contains a set of performance goals that are made explicit, in rigorous detail and in advance of instruction, and the prospective teacher is held accountable for achieving them.[2]

Beyond this basic definition, there is no specific set of elements or components that must be incorporated within a system in order for it to be considered competency-based. Nevertheless, there are several elements or components that usually surface in discussions attempting to characterize competency-based systems and found to be common within established programs.[3] Briefly, curricula tend to be organized into mini-courses and small units called "instructional modules" rather than courses. Behavioral objectives, systematic observation instruments, and criterion-referenced measures are employed throughout the training process. Mastery of knowledge and skills is the principal goal in most units of instruction and developed both within and outside the training institutions via instructional modules, mini-courses, microteaching, field practica, and simulated technology such as, films, audio and videotape recordings, games, and programed instruction.

Feedback loops and devices are built into the total program so that both the student and training program can monitor actual rather than expected performance. Moreover, the data-yield from these feedback inputs serves as the basis for the research component of the system.

Finally, the nature of the components in a competency-based system allows each prospective teacher to develop at his or her own rate of learning. It is the achievement of the performance goals that usually dictates the amount of time a student remains in a particular training area or phase.

Although I believe that the case for competency-based programs in speech communication teacher education can rest on the merits of the concept alone, the state of the art of teacher education, in general, enhances the conceptual arguments. There is sufficient evidence at this time to assume that competency-based teacher education will become the accepted system in the near future. It has already achieved the status of being an "in-term." It has been discussed at many conferences and conventions and was the theme of the 1973 national conference of the Association of Teacher Educators. Numerous articles and references have appeared in the professional and popular literature and several books on the topic have appeared on the market. Moreover, the number of institutions that have either incorporated or have begun to incorporate competency-based components within their teacher training programs is rapidily growing. Equally important is the widespread acceptance of this approach to teacher education by the federal government, state and local boards of education, and certification bureaus. A number of states have adopted or are considering adopting a competency-based approach as an alternative to, or in lieu of, the current course-accounting system. A large number of states are philosophically committed to competency-based recertification principles. In Arizona, beginning in 1974, recertification after two years will be based on a performance evaluation.[4] Finally, forty-four states have passed legislation adopting mutual guidelines for interstate reciprocity certification.[5] The Interstate Certification Compact, as it is called, employs an approved-program approach in which the preparatory institution, and not the state, establishes the criteria. However, the initial and subsequent approval of programs by state certification bureaus are based on the preparatory institution's ability to provide procedures that produce teachers with demonstrable teaching competencies.

Given the merits of a competency-based approach to teacher training and the flurry of activity within the field of teacher education and certification, there is yet another reason for considering its potential success in training speech communication teachers. It is this: many of the components of competency-based instruction have been successfully employed in speech communication education. Put another way, the use of behavioral objectives, instructional modules, mini-courses, criterion-referenced measures, programed instruction, and simulated technology are already part of the speech communication education process - - so are knowledge and skills mastery-learning techniques. What remains to be done is to build these components into the programs of speech communication teacher education.

The implications of such a goal, if achieved, are far reaching.

1. The profession would have a clear notion of what knowledge and skills it believes are important to the prospective teacher of speech communication.

2. The prospective teacher would know, in explicit and rigorous terms and in advance of instruction, the performance objectives that he or she must demonstrate in order to be certified as ready for teaching.

3. Because of the nature of competency-based teacher education, the program of training will be more individualized and geared to the nature of the learner.

There are other reasons why the field of speech communication should consider a competency-based approach to teacher training, but time does not permit us to consider them here. So on the basis of what I have presented, I rest my case.

* * * * *

FOOTNOTES

[1]Stanley Elam, Performance-Based Teacher Education: What is the State of the Art? (Washington, D.C.: American Association of Colleges for Teacher Education, 1971), p. 1.

[2]Elam, p. 1.

[3]Examples of competency-based teacher education programs for elementary schools are described in A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers, ed. Joel Burdin and Kaliopee Lanzillotti (Washington, D.C.: ERIC Clearinghouse on Teacher Education and American Association of Colleges for Teacher Education, 1969). Also, see H. Del Schalock, "BEPD, NCERD, and Teacher Education That Makes a Demonstrable Difference," The Power of Competency-Based Teacher Education, ed. Benjamin Rosner (Boston: Allyn and Bacon, 1972), p. 170.

[4]"Performance Recertification - - What Is It?," unpublished paper, Arizona Department of Education (October 1972)

[5]Standards for State Approval of Teacher Education, 4th ed. (Salt Lake City: National Association of State Directors of Teacher Education and Certification, 1971).

# COMPETENCY BASED TEACHER TRAINING:

## A Perspective on a Set of Competencies

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To begin my part of this session, I'd like to invite you to think a bit about your educational philosophy. Each of us has a philosophy, but we don't always make it explicit, nor do we always recognize the ways in which that philosophy determines our decisions about what to teach and how to teach.

If we go back to the very early history of man, we find that one's elders and peers were the main teachers, along with a lot of trial and success learning. This learning was not in a formal classroom, but in the daily routines of living together. In educational philosophy and educational methods courses we refer to that approach as "learning by doing."

As societies became more and more technologically oriented and population densities increased, we developed more and more complex organizational structures to assume a major role in the educational process. In the course of that type of development, we have often created learning environments which were isolated from the behaviors which we later expected the learners to perform. This may leave the learner capable of talking about concepts and skills without being able to use them. I believe this suggests increasing the emphasis on "direct experience" (intern or apprenticeship ) learning.

I am not denying that we have always had some form of intern or apprenticeship training at some point in the life span and learning of most individuals. The point that I'd like to have us reflect on for awhile is the location and extent of that type of experience in the whole spectrum of learning experiences available to the individual. I believe we have restricted the direct experience type of learning (via intern or apprenticeship experiences) far too much, and have provided it too late in the chain of experiences. But I do see a reversal of that trend. The kind of program we are engaged in here today is indicative of the change in direction. That's why I'm excited about the potential outcomes of conferences such as this and feel encouraged about the future.

I see the changes taking place in teacher training as an encouraging sign for the entire educational process. The philosophies we discuss and model with the teacher trainees will eventually, I believe, be reflected in their approach to teaching, and in the kinds of learning experiences they demand for those students for whom they have some responsibility.

I'd like to share with you a one-page statement of some guidelines I have made explicit for myself within the past three years. I see these guidelines as a backdrop against which I would like us to look at competency-based teacher training.

### SOME GUIDELINES FOR THE SCHOOL I'D LIKE FOR MY CHILD

1) I want a school in which my child:

   a) Knows that someone cares enough about him to enjoy, with him, the thrill he feels in his learning and growth.

b) Experiences democracy as a model of behavior.

2). I want a school which is bold enough to believe you can teach anything to anyone at some level.

3) I want a school which will help my child grow in his ability to:

a) Set learning objectives which he can achieve and observe when he has achieved them.

b) Look at the world around him and analyze situations in terms of a set of values which express concern for the well-being of others.

c) Pose alternative courses of action to relieve injustices among men.

d) Recognize that the most crucial problems facing all societies do not have simple "right-wrong," "yes-no," solutions.

e) Assess alternative courses of action in terms of which has the highest probability of producing an outcome which is consistent with the values of honesty, integrity, and world brotherhood.

f) Evaluate his own progress toward his learning objectives, recognizing that others' evaluations of his progress is one check point in his self-evaluation.

4) I want a school which will:

a) See the evaluation process as contributing to learning by providing corrective guidelines for further growth. Such evaluation would take into account both individual growth and standard of performance, allowing for different starting points and different maturation rates.

b) Create an attitude toward learning which will stimulate children to want to continue studying and learning throughout life.

c) Provide an opportunity for the academically advanced and the less advanced to each continue his study and learning at a pace he finds stimulating, a pace which avoids withdrawal either from boredom or from a sense of being unable to learn.

d) Recognize that an individual can no longer be a storehouse of all knowledge, that central to learning is the ability to analyze and synthesize, and that these abilities can be learned in a variety of contexts.

5) This requires a school system in which parents, students, school staff, and others in the community see themselves as partners in the growth and development of children. It requires that we continually look ahead 10-15 years in trying to predict the demands society will make on graduates, then use what we see as the basis for development of our school system.

Admittedly, these are broad and general statements. How do we go about teaching our students to create the kind of learning environment I've set forth above, assuming that we accept that as our goal? I start with another assumption which we should

make explicit, namely, that the role of the teacher is that of manager of a communication environment. In managing that environment, the teacher exercises some control in deciding what experiences will be provided, which will be restricted, and the timing of those experiences.

In creating the learning environment, the teacher should ask:

1) What are the behaviors which this student (individualized instruction, naturally) must acquire to achieve what he wants to achieve later? It may be that the uncertainty of the future demands emphasis on learning how to learn quickly that which is needed, because what is learned today may be outmoded next week, or irrelevant because it could not be predicted in what environment the learner would be operating.

2) Given the decision about what one wishes to learn, what are the sensory modes through which it can best be experienced? How, for instance, can one experience temperature? Obviously, by touch alone. How can one experience color? Obviously, by sight only. What are the experiences which can be experienced by more than one sense, and how does it affect the learning when we employ all the possible senses by which one may experience an event?

3) What constitutes the set of experiences by which one most efficiently learns that which he wishes and needs? This assumes, of course, that there is agreement on the appropriateness of what he wishes and needs.

4) How do I, the teacher, draw the student into working with me in jointly defining the learning environment which is optimal for the student's learning?

Let's see how these notions apply to our topic for these two days. How can a prospective teacher experience the demands of students upon a teacher? Can he do it by hearing some talk about it? Can he experience it by hearing an audio recording of a day or some set of days in a classroom, or some sequence from those days? Can he adequately experience these demands by seeing and hearing them via videotape? All these, it seems, provide a partial sensory experience.

Even with the videotape, the learner (our teacher trainee) misses the proxemics, the feel of the nearness of 25 or whatever other number of students pressing around him, the concentrated body odors, and the other aspects of the context in which the transactions among those in the classroom are taking place. These are some of the things which the videotape cannot record.

Most of all, the trainee must eventually have to see whether he can cope with the learning environment, whether he can control or guide it. He will not discover his own ability to cope by watching someone else perform, even when he is sitting in the same classroom observing.

Our regular teacher training program has provided a 10-week student teaching experience. We feel that program does not provide the depth and breadth of experience offered in the pilot program, nor does it provide those experiences under the optimal conditions or at the optimal time.

What I'm attempting to suggest that the kind of learning environment I would like for teacher trainees is one which utilizes all their sensory modes, and one which provides a continuing opportunity to practice the desired behaviors in a variety of circumstances. Being with others allows one to see some alternative ways of handling situations, but what works for one may not work for another. One has to develop his own way after having the opportunity to consider and experience several alternatives.

It was that type of thinking which led us at MSU about 2½ years ago to start developing what we now call our pilot program. This is a program which places teacher trainees in a secondary school classroom with another teacher or teachers for about ¼ of their academic program at the University. We said that if we really believed that learning by doing was the most effective approach to learning, we should be using more of that approach with our teacher trainees. So we started exploring the possibilities with a curriculum director in one of our school systems, and with a committee of three faculty, one M.A. candidate in Comm-Ed who had taught two years, and with a graduating senior in Comm-Ed.

We recognized that the kinds of experiences we were considering would place heavy demands on the teacher trainees in terms of their own energy committment. We recognized that the staff in the Department of Communication would have to carry on the pilot program in addition to other duties. The curriculum coordinator in the school said that he did not want a one-day-a-week arrangement, but would be willing to start immediately if we would consider five days a week and year 'round.

We recognized the risks of not having the magical number of course credits and grade point averages for certifying that graduation requirements had been met, and that the requirements for teacher certification had been satisfied. To protect against that kind of risk we began developing some performance standards which we would expect the students to meet. We approached that task by asking: What are the things we would want one of our graduates to do before we would be willing to say that the person is a graduate of our teacher training program -- that we believe he is as qualified or more qualified than the graduate of any other comm-speech teacher training program? The current stafe of our answer to that question is contained in the 22 guidelines and approximately 100 concepts which you see in the mimeo I've given to you.

As we look at performance based programs of teacher training, we find three levels of performance noted: 1) Does he know it? 2) Can he do it? 3) Can he guide (direct) others in doing it? The performance criteria in the case of Comm-Speech Education would be the set of communication behaviors which we would hope secondary school students would acquire, and the methods of teaching those behaviors to secondary students. We decided to concentrate on the third level of performance, assuming that if the person could guide others in laarning the behaviors, he would have satisfied the first two performance levels.

With that much background, I'd like to take the remaining time to look at a few of the performance criteria we have been using during the past year and share some of our reactions to them as of this time. (These are listed in the "Guidelines" mimeo I have given out.)

# GUIDELINES FOR PERFORMANCE OF STUDENTS MAJORING IN SPEECH-COMMUNICATION

A Pilot Program For Teacher Training

Initiated Fall 1972

I. General Behaviors to be Acquired
II. Concepts to be Mastered

Drafted by:

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Initiated September 18, 1972

# YOUR INTRODUCTION TO A PILOT PROGRAM IN COMMUNICATION EDUCATION

A number of things have stimulated us to develop this pilot program at this time

1. Society is changing at an accelerating rate. The amount of communication to which the individual is exposed has increased to avalanche proportions. Society is becoming more and more pluralistic and is faced with problems of increasing complexity.

2. These conditions pose challenges to all aspects of communication in helping individuals gain access to information they need to solve problems, while at the same time coping with the flood of messages to which they are expected to respond. Providing a program to give people help with the problems of access and coping is a big challenge to speech communication departments in universities.

3. It requires preparing all students, and especially those planning to teach in elementary and secondary schools, with a fuller understanding of all aspects of the communication process as it operates between individuals and within society.

Having added bits of intern experiences to the program in recent years, we decided it was time for a bolder step. Several assumptions lead us to develop an intensified intern program. One is that if we accept the learning by doing philosophy, we should have teacher trainees in contact with secondary students for a much larger proportion of their degree program. Another is that a person often learns a bit of content more quickly and more intensively when he is involved in teaching it to someone else. Another, related to the first, is that when one operates in the situation in which he later will have full responsibility for direction, he becomes more keenly aware of the problems; then being more keenly aware of the problems, he is more receptive to learning content dealing with the solutions of those problems.

In the present stage of development, we see this program placing the trainee in a public school for one-quarter to one-half of the four-year academic program. The balance of the time would be spent on the university campus, gaining the knowledge to cope with the needs found in the teaching role in the public school.

Setting proficiency standards becomes a very critical aspect in the development of this type of program. A set of guidelines is needed for students in the program and for those working with them in teaching and advising roles. To provide such a set of guidelines, a committee of four Department of Communication Faculty at Michigan State University and two recent Communication-Education graduates have developed 22 objectives and nearly 100 concepts. They had many useful suggestions from the Okemos School staff and the MSU College of Education. They also have started reviewing the experiences available to students in MSU classes and in interm activities which would contribute to developing the behaviors desired for a Communication-Education graduate at MSU. These materials are assembled here for those involved in the program.

Revised Draft: 9/13/72

Guidelines for Performance of Students Majoring in Communication-Speech

Those enrolled in this program will be expected to develop the abilities required of all teachers as well as those abilities dealing with the teaching of speech-communication. We expect the students to demonstrate creativity in their own learning and in their teaching. They should have plans for activities that will continually stimulate and contribute to their intellectual and social-emotional growth. They should want to teach, and be able to relate to people and show concern for people.

The objectives stated in Part I are generally in terms of behavior which the teacher trainee is expected to develop in the secondary school students with whom he works. This assumes that the trainee will become competent in these behaviors in order to guide students in developing them. Some of the objectives are stated solely in terms of the trainee's growth. The latter come near the end of the list in Part I.

Part II is a list of concepts which students should be able to explicate and apply. These are tools which students will use in achieving the more general objectives.

Part III (not included in these Proceedings) is a statement indicating some of the ways in which students may develop the knowledge, skills, and attitudes required to satisfy the objectives. Students will be encouraged to develop individual approaches to achieving the levels of performance sought for certification in communication and teaching.

PART I

Twenty objectives have been set forth as guidelines for the trainee, his instructors, his advisor, and others who work with the trainee in planning his program, carrying it out, and in evaluating his progress.

The trainee is expected to guide secondary school students with whom he works in:

1. Creating, presenting, and evaluating oral and written messages.

   The student should be able to state the objectives of his message; analyze his audience; create and discover content (including evidence and reasoning); construct messages, taking into account the content, organization, word choice, and sentence structure; develop style(s) of delivery and presentation; plan and utilize feedback; and evaluate his and others' messages.

2. Developing their abilities in problem solving and decision-making.

   The student should be able to understand and state a problem; analyze the problem; list and consider possible solutions to the problem, select and verify his solution; and implement the solution. He must learn the principles of rational decision-making and be able to apply them in his daily living; and he must be able to give consideration to those non-rational factors which influence problem solving and decision-making.

3. Developing modes of conflict resolution which will re-establish compatible relationships.

   It is expected that both the trainee and his students will have opportunities both to observe and experience conflict. Each should identify modes of conflict resolution and apply these modes appropriately to the conflicts in which he finds himself. While no "sure-fire" method of resolving conflict is available, the student should be aware of several alternatives and the ways they operate, including argumentation and debate; persuasion through a combination of logical reasoning, high credibility, and psychological appeals; the seeking for equality versus "one-upmanship"; encouraging the opponent to present his view fully to further his own understanding of the problem; discovery of common goals and the seeking out of common means; role reversal; empathy; metacommunication; etc. The student should understand that the choice of alternatives may often be determined by the circumstances and intensity of the conflict, personalities involved, etc.

4. Understanding the role of conflict and crisis as contributors to constructive change.

   The student should recognize that conflict and crisis often focus attention on issues and problems and produce enough discomfort to stimulate active search for solutions. He should be able to understand and use the processes of argumentation and debate, discussion, parliamentary procedure, conference, interview, etc., as well as the concepts of reasoning and evidence, credibility, and motivation in effecting change in the operation of government, business, labor, education, and social organizations, as well as in interpersonal communication.

5. Reading, analyzing, appreciateing and responding to literature on their own initiative.

   The student should be able to recognize the role of literature in providing insight into past, present, and future styles of life. He should be able to discuss the relationship of literature to current social issues and the role literature can play in arousing social concern. He should be able to experience the relaxation and enjoyment one can find through literature, and to form judgements concerning specific examples of literature.

6. Using communication principles to identify, analyze, and solve contemporary social problems.

   The student should be made aware -- both from a theoretical as well as from a practical point of view -- that communication is functional to all of life, that all human beings employ communication when they interact within a society although this may be at different levels and through different forms. He should be helped to employ communication in handling societal problems more effectively and with a maximal degree of satisfaction.

7. Learning the evolution of our present conceptualization of communication as a basis for extending their knowledge and understanding of the communication process.

   The students should be able to talk about his heritage in communication from both its humanistic and behavioral science approaches. He should be able to discuss with others the relationships between communication concepts and principles and those in other disciplines. He should understand the value of models and theories in helping us become aware of functions of the communication process which we might otherwise miss.

8. Understanding a systems and process view of the world and the application of that view to analyzing communication events.

   Stress identification of elements, sets and subsets, the interdependence of elements, the dynamic aspects of process, and the problems with specifying beginnings and ends of events, consequences, and effects.

9. Recognizing and understanding both the common and the unique aspects of the several modes of inquiry as they relate to the process of communication.

   The student should come to see such common elements among the modes of inquiry as defining the problem, deriving hypotheses, selecting sources of data and assessing their quality, differentiating between fact and inference, and recognizing the limits of conclusions drawn from data that are alwyas incomplete and tentative. Among the unique aspects would be the techniques used in debate, historical research, survey research, and experimental research. This focus on methods of inquiry should give students a basis for reading research reprots and applying the findings from those reports to communication strategies.

10. Assessing the characteristics of the modes of communication -- interpersonal, group, and mass.

    As students learn the characteristics of the modes of communication, they should be able to predict which of the media, or which combinations of media, would produce what kind of results for a given message in a given situation.

11. Using communication principles and skills to achieve goals in a variety of settings.

    The student needs to adapt and to adjust his communication strategies to varying conditions of place, size of group, degree of formality, etc., so as to perform satisfactorily in daily activities. To operate comfortably under varied conditions, the student should possess a broad range of skills and techniques from the use of group dynamics to the formal rules of parliamentary procedure.

12. Developing the communication skills exemplified in forensics and debate.

    The student may demonstrate these skills in forensics and debate contests, or he may demonstrate them in non-competitive forensics and debate activities. He may demonstrate these skills while participating in

community projects which would involve presentations before such community groups as service clubs, PTA, church, etc.

13. Identifying barriers to communication and the means of overcoming those barriers.

    The trainee will involve students in developing a comprehensive list of barriers to communication and in applying those communication principles which would help a person cope with the particular barrier he is facing.

14. Analyzing their own communication as a way of analyzing communication generally.

    This would involve identifying what in A's messages produced what responses in B and vice versa. It would require identifying the reasons for the responses, then developing principles of communication from each analysis.

15. Understanding principles of motivation as they operate in the communication process.

    The student should understand how motivational principles may be used in planning communication strategies, especially in selecting appeals to be used in designing messages.

16. Understanding the nature of language and language codes, both verbal and nonverbal, and understanding the impact of language on societies, life styles, and individual and group responses to communication.

    This requires stressing the structure of words and sentences, the relativity of meaning, the arbitrariness of symbols, the interaction of verbal and nonverbal codes, and the different aspects of meaning-- denotative, connotative, and structural.

17. Communicating cross-culturally.

    Recognize that in those communication situations we label cross-cultural the participants are more heterogeneous in beliefs and values, and the meanings elicited by symbols are more likely to differ. The knowledge of the other person is less, and there is greater difference in the values of all variable operating in any cross-cultural situation, although the variables are the same as in non-cross-cultural situations. Those engaged in cross-cultural communication often fail to recognize that the variables are the same, but the values of the variable differ vastly more in the cross cultural setting, making effective feedback even more critical.

18. Developing skills for critical consumption of communication.

    Students need skills to handle the increasingly large volume of messages directed to persons everywhere. The goal is to help them become discriminating consumers of messages. This requires a selection of that to which they will attend; assessing the validity, reliability and intent of the messages; and determining the meaningfulness for one's life and for society.

19. Assessing own communication ability levels and seeking experiences appropriate for continued growth in communication behavior.

20. Developing ethical positions in their communication, recognizing that one's ethic determines his communication.

    The way in which a communicator treats his fellowman is crucial to the outcome of any communication in which he engages. The student should be made aware of the ethical options which are available to him. If, for example, one subscribes to a utilitarian ethic, how does this affect his communication behavior; or if one subscribes to a Judaic-Christian ethic, how does this influence his communication? Having explored different options, encourage each student to develop an ethical position, be able to justify it, and recognize that it likely will expand and change as the person grows and matures.

The last two objectives focus more specifically on the trainee rather than on his guiding of students, although they will relate to his effectiveness in guiding students. We believe the trainee, above all, should be expected to:

1. Demonstrate sound communication principles in his own daily interaction with his students and other people.

2. Demonstrate the ability to employ teaching styles that are appropriate to a given situation -- students, content, physical and social environment -- so as to maximize the learning and involvement of the students.

   The trainee will state a situation in which he would employ a didactic style and demonstrate it in that situation; state a situation in which he would use simulation and demonstrate simulation in that setting; state a situation in which he would use a Socratic style and demonstrate it; etc. He should demonstrate use of physical settings appropriate to content, size of group, and teaching objectives. He should demonstrate that he can create different social environments to achieve different types of learning goals with different types of students. In the course of these experiences, the trainee should perfect styles of teaching that are best for him in different types of situations.

The 22 items stated above will be provided to trainees, and to university and secondary school staff working with the Pilot Program.

## PART II

To be considered competent in speech communication, there are several basic concepts which a person must know. A student's knowing in this case will be judged on the basis of a definition and an illustration of the use of a concept.

These concepts are the tools for planning and analyzing communication acts.

As with any such listing, it should be considered incomplete and continually subject to change. The list is not ordered, nor are different levels of concepts noted. It is expected that additional concepts will be added at all levels.

The following concepts will serve as the initial list to guide students in their study:

1. Physical, social and linguistic context
2. Source evaluation
3. Group pressure
4. Social support
5. Primacy-recency
6. Fear appeal
7. One-sided, two-sided message
8. Selective perception
9. Selective exposure
10. Selective retention
11. Assimilation--contrast effects
12. Relativity of meaning
13. Breakdown (communication)
14. Mass (audience)
15. Group
16. Interpersonal
17. Process
18. Risk
19. Induction
20. Deduction
21. Evidence
22. Argumentation
23. Persuasion
24. Information
25. Complementary (Interpersonal)
26. Symmetrical (Interpersonal)
27. Multiple channel
28. Rule
29. Reward/effort
30. Attention
31. Effect (of communication)
32. Feedback
33. Media
34. Definition
35. System
36. Probability
37. Population
38. Sample
39. Hypothesis
40. Statistical significance
41. Principle
42. Dissonance
43. Counter-attitudinal advocacy
44. Role playing
45. Immunization (to persuasion)
46. Conflict
47. Conflict resolution
48. Concept formation
49. Fact
50. Value
51. Control
52. Norm
53. Position
54. Role
55. Reinforcement
    - Positive (reward)
    - Negative (punishment)
56. Channel
57. Source
58. Message
59. Receiver
60. Language
61. Code
62. Symbol
63. Sign
64. Non-verbal
    - Gesture
    - Space
    - Time
    - Movement

65. Diffusion
66. Innovator
67. Early adopter
68. Middle majority
69. Late adopter
70. Awareness stage
71. Interest information stage
72. Evaluation stage
73. Trail stage
74. Adoption stage
75. Social distance
76. Comprehension
77. Response
78. Reasoning
79. Forensics
80. Debate
81. Claim
82. Warrant
83. Structure
84. Message structure
85. Group structure
86. Communication structure
87. Communication
88. Rhetoric
89. Evaluation
90. Learning

# COMPETENCY-BASED INSTRUCTION:

# AN APPLICATION TO A METHODS OF TEACHING COMMUNICATION COURSE

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Many professional education programs have undergone sweeping changes over the past few years. One of the changes is competency-based instruction. In competency-based instruction, the desired behaviors are identified, specified and described behaviorally, and demonstrated by the learner. The demonstration of proficiency in the skill or behavior is required for each identified competency before credit is awarded.

The following application of the competency-based model of instruction is based upon the following assumptions:

(1) Individualized instruction facilitates learning at one's own rate.

(2) Learning is meaningful when the gap between theory and application is bridged.

(3) Material and practice should be replicated only when reinforcement seems necessary.

(4) Instructional objectives facilitate the student's understanding of what he is trying to learn.

(5) Demonstration and verification of learning can be done whenever the student is ready.

(6) Student and teacher work better in a one-to-one relationship.

(7) Assessments are based on some overt performance by the student -- a product or a behavior.

(8) Assessment should include and even focus, primarily, upon the relatively high levels of learning -- analyzing, problem-solving, synthesizing, creating, and evaluating.

In an effort to implement the principles identified above, the following program of instruction was developed for the course, Teaching Speech Communication in the Secondary School.

## Methods of Teaching Speech Communication in the Secondary School

### I. OBJECTIVES:

1. To acquire knowledge and understanding relative to teaching speech communication in the secondary school as included in the text, assigned readings, and class lectures or discussions. Evidence of such learning will be scoring at or above the 80% level on the written multiple-choice comprehensive examination.

2. To acquire behavioral competencies in:
   a. writing behavioral objectives
   b. lecturing
   c. indirect teaching
   d. developing strategies of instruction
   e. analyzing the metacommunication of students
   f. monitoring and analyzing teacher behavior
   g. evaluating student communication behavior
   h. measuring learning outcomes

II. INSTRUCTIONAL STRATEGIES:

1. Extensive reading by each class member including the required reading of assigned materials and the optional reading of materials on the bibliography or other materials. Especially significant periodicals include: The Speech Teacher, Quarterly Journal of Speech, Speech Monographs, Journal of Communication, Central States Speech Journal, Southern Speech Journal, Western Speech, and Today's Speech. Our text is Teaching Speech Communication in the Secondary School, by William D. Brooks and Gustav Friedrich, Boston: Houghton, Mifflin Company, 1972.

2. Lecture and discussion in class.

3. Student-initiated questions, statements, evaluations, and other comments in class to clarify or evaluate concepts related to teaching speech in the secondary school.

4. Student-teacher conferences as requested by the student or the instructor.

5. Practice, evaluation, and feedback relative to proficiency in the behavioral competencies described above.

III. MEASUREMENT AND EVALUATION:

1. Each of the projects (1 through 11) will be evaluated according to the criteria established for each competency and included on each project instruction sheet.

2. In addition, project 11, the written final examination, will be evaluated as explained under I of this paper.

3. The projects include:

Project #1 -- Behavioral Objectives
Project #2 -- Lecturing Skill
Project #3 -- Indirect Teaching Skill
Project #4 -- 50 Minute Lesson Plan
Project #5 -- Unit Outline
Project #6 -- DAM Analysis
Project #7 -- Interaction Analysis
Project #8 -- Critiquing Speeches
Project #9 -- Writing Objective Test
Project #10 -- Writing Essay Test
Project #11 -- Final Examination

4. Projects 1 through 10 may be repeated as many times as necessary to reach adequate competency, except that all work must be completed by the last official day of classes.

IV. FEEDBACK

It is the aim of the instructor to provide feedback information as soon as possible as it becomes available. Each student should feel free to ask for feedback and for the clarification of feedback information at any time.

Five of the project descriptions follow as examples of the application of the competency-based model.

Project #1
Writing Behavioral Objectives

Behavioral Objectives: The student teacher will write at least eight educational objectives which are behavioral according to Mager's (1962) or Brooks-Friedrich (1973) criteria, at least three of which would be classified in the affective domain. Further:

(1) All eight objectives must relate to a single unit of instruction that could be taught in one 50 minute class period or in no more than five 50 minute class periods.

(2) The parts of at least three of the eight objectives must be labeled correctly.

(3) Competency will be demonstrated by the project containing no more than three errors, or by being accepted by the S.C.A. for their Behavioral Objectives Bank.

Exemplary models of behavioral objectives can be found in Brooks and Friedrich (1973) Kibler, Barker and Miles (1970), and in Mager (1962).

Project #3
Indirect Teaching Skill

Behavioral Objective: A mini-lesson (5 to 7 minutes) will be taught in a micro-teaching situation in which the following competencies will be demonstrated:

(1) Effective Use of Questions -- Factors included are: the use of a variety of questions, teacher's questions, the teacher did not answer her own questions, the teacher asked students to rationally justify their responses, the teacher's questions brought other students into the discussion by getting them to respond to first student's answer, the teacher's questions asked students for more information or more meaning, the teacher asked divergent questions, i.e., asked students to make a prediction or speculation, the teacher asked convergent questions, i.e., asked students how they felt about something or how good, bad, effective or ineffective something was or would be, the teacher avoided vague or general questions which prevented satisfactory answers, the teacher avoided too many questions requiring one word and/or yes and no answers, and the teacher allowed students ample time to respond, the teacher asked a large proportion of

"higher order questions," i.e., questions that called for reflection and thought rather than rote memory, the teacher's reaction to a student's response was appropriate in that his reaction did not threaten the student even when the student was wrong, and the teacher was able to keep the discussion directed toward the purpose of the lesson.

(2) Effective Use of Reinforcement -- Factors included are: praises and encourages, accepts and/or uses ideas of students, reinforcement was sincere and not repetitious.

(3) Provides and Elicits Feedback -- Factors to be considered are: the use of non-verbal skills and silence to elicit feedback, the use of non-verbal communication to provide feedback, accuracy in reading the non-verbal communication of students, verbally providing feedback, and the elicitation of feedback evenly throughout the class, not just from "selected indicators."

(4) Demonstrates Supportiveness -- Factors included are: encouraged the students by non-verbal cues such as smiling, nodding his head, or writing answers on the blackboard, the teacher rarely or never discourages students by use of such comments as "no!" "Wrong!" "That's not it!" "Of course not!" or otherwise verbally express negative feeling, the teacher rarely or never scowls, expresses annoyance or impatience, and the teacher's response to the students' questions and comments was enthusiastic.

The micro-teaching will be taped (audio or video) and the interaction analyzed using the Flanders Interaction Analysis system. Competencies will be demonstrated by the Analysis revealing:

(1) A minimum of 40% student-talk, (8 &9)
(2) A minimum of 40% teacher-talk in the indirect categories, (1,2,3,&4)
(3) Questions across at least three levels,
(4) No more than one poor question pattern, (4,5; 4,6, or 7; 4,8,5; or 4,9,5; )
(5) Three or more 2's and/or 3's
(6) Three or more 1's and/or 2's
(7) The use of silence, questions or other means to elicit a clarification of a student's idea (paraphrases, re-states, or defines); use of a question to test on student's understanding of his (the teacher's) comment; on use of paraphrasing a student's idea or response in order to check on its interpretation.

## Project #6
## Discipline-Achievement-Mental Health Analysis

1. Do a written analysis of a criterion-videotaped interaction. The analysis must be 90% correct when compared to the criterion analysis.

2. During the first week of your student teaching assignment you are to observe carefully one class you will eventually teach. After observing the meta-communication transactions and after gathering other data by other means, you are to write a description of the class in terms of the DAM Paradigm. After describing the class in regard to these three factors and in regard to how these factors are interacting, predict the problems and opportunities you are likely to face in your student teaching of this class. Also, indicate your proposed coping strategy for the problems and show how that strategy accords with the DAM Paradigm.

3. Repeat the process described in #1 except that the analysis will be done on one student, rather than on the class as a whole.

4. These papers will be due by the end of the 3rd week of student teaching.

## Project #7
## Interaction Analysis Skill

As a result of reading the chapter in our text on interaction analysis, of observing and participating in the class discussion and demonstration on interaction analysis, and of completing the Brooks, Friedrich, Barth audio-tutorial program in the Audio-Visual Center (and repeating the program as much as is needed), you should be able to:

1. Code the interaction as it occurs in a 5-10 minutes teaching episode;

2. Prepare an interaction analysis matrix;

3. Use the data in the matrix to describe the teacher-student behavior or to answer questions referring to such behavior, and

4. Prescribe a self-improvement program for the teacher observed -- a program that expands the teacher's behavior repertory. Competency is recognized with the achievement of 90% accuracy with a video-taped criterion analysis.

## Project #8
## Critiquing Oral Communication Behavior

1. A written critique or recorded oral critique must have no more than 2 evaluative statements that are contradictory to a criterion critique.

2. The critique must utilize positively reinforcing comments either 100% or in a ratio of 2 to 1 as compared to negative comments.

It has been my experience that attention needs to be given to the adjustment period of students, that period when they re-orient themselves from a norm-referenced approach with norm referenced evaluation to a criterion-referenced approach. Some students have difficulty in disciplining themselves and their self-paced rate is inadequate. These students often require attention and assistance in planning their learning activities.

An individualized, competency-based, mastery learning approach requires more time spent by the teacher than does the traditional approach. Feedback to the student increases in proportion to other activities, the management of micro-teaching laboratories, and video-tape laboratories becomes burdensome. I have found it impossible to teach only during the five scheduled class hours per week. Rather, teaching occurs at almost any hour of the day and two or three evening sessions a week are not uncommon. The students, if they are to become competent professionals do not take the course to fill five class hours or to acquire X number of credits. They take the course in order to learn how to become an effective teacher.

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# EVALUATION AND PBTE

Kathleen M. Galvin
Northwestern University

When one prominent teacher educator learned that the Florida Department of Education was planning to conduct a training program dealing with performance based teacher certification, he responded cryptically, "It sounds like a good idea if you can figure out what it is."[1] By now people have begun to figure out what it is and the new reaction seems to be, "It sounds like a good idea if you can figure out how to evaluate it."

The evaluation phase of performance based teacher competency programs is in initial stages of development, and to demonstrate this more directly, I would like to share the first two major statements that confronted me as I began research in this area.

> We cannot be sure that measurement techniques essential to both objectivity and to valid assessment of affective and complex cognitive objectives will be developed rapidly enough for the new exit requirements to be any better than the conventional letter grades of the past. Unless heroic efforts are made on both the knowledge and measurement fronts, then PBTE may well have a stunted growth.[2]

> Unfortunately we do not even have a satisfactory list of crucial skills and behaviors which a teacher must possess in order to perform reasonably well and to survive in the ordinary classroom with personal satisfaction.[3]

Rather than attempting to give ready answers, the most honest approach I can take to this subject is to clarify some issues and raise concerns and questions.

Evaluation implies assigning a value and requires the use of (1) criteria, against which the thing being evaluated can be measured, and (2) evidence, the information related to the criteria. The specification of any criteria is based on value judgements and the values of a specific community/culture which a teacher serves dictates the worthiness of any set of criteria. "Effective Teaching" may be defined differently in various situations according to the frames of reference held by evaluators. Thus, evaluation in a teacher education program depends on the criteria or value system created by the program designers and the kinds of evidence they are capable of collecting to relate to the criteria.

In order to focus more closely on evaluation of teachers this paper will consider the following:

(1) the subject of evaluation
(2) the evaluators
(3) possible evaluation processes
(4) valid evaluation programs
(5) potential problems for speech programs.

In our technological world most attention has been given to the systems approach and on a simplified level we can look at the teaching act as containing (1) inputs, (2) throughputs and (3) outputs, each of which give us a basis for evaluation.

Traditionally the input and throughput phases have received much attention as schools have attempted to assess the personality, motivation or content knowledge of a prospective teacher. Because there has been little substantial correlation between entering characteristics of a potential teacher and "teaching effectiveness" this method of evaluation is not being used in PBTE. PBTE evaluation procedures tend to be based on output.

Teacher behavior and/or performance presents a second approach to evaluation wherein attention is focused on the individual's ability to perform a variety of tasks, such as questioning, lecturing, reinforcing, summarizing, etc. This approach is similar to that described by William Brooks in his description of the Purdue program which relies heavily on microteaching and interaction analysis techniques. This approach focuses on teacher output.

The third approach involves a measurement of the pupil behavior or the "consequences" of the teacher's attempt to teach. Teacher effectiveness criteria are worded in terms of pupil achievement which is supposedly related to the teacher's performance. This technique focuses on student output.

A more sophisticated variation of these approaches attempts to evaluate teacher effectiveness according to three levels of performance including knowledge, simulation behavior and actual classroom behavior in varying roles of planner, interactor and evaluator.

Obviously different teacher education programs are adopting unique approaches to PBTE but all programs have the responsibility to make their evaluation procedures known to prospective entrants, thus insuring understanding and agreement between the students and faculty on the goals of the program. This "public" declaration of standards gives students the opportunity to accept or reject a particular program's approach providing, of course, he can find alternative approaches in other programs.

Thus, according to Elam, in a PBTE program performance goals are specified and agreed to in advance and a teacher must either (1) demonstrate his ability to promote desirable learning or (2) exhibit behaviors known to promote it.[4]

Under PBTE the role of evaluator may be assumed by various individuals with total or shared responsibility for final decisions. Some of the possible evaluators are:

(1) Directors of the teacher educator program
Usually these persons are the program's designers and/or executors, and probably established the criteria for evaluation thus having a personal stake in its success.

(2) Teacher educators from another institution
These persons have little personal involvement in program success and, according to certain authorities, may be more objective in their evaluation.

(3) Professional persons unrelated to teacher education
These individuals may be experts in subject matter or skill and could validly assess pupil competence in their area.

(4) The teacher
The PBTE philosophy is based on an individualized program which suggests the individual may gain part of his growth through self-evaluation techniques.

(5) Peers in teacher education program
Since these students are learning to analyze, evaluate and critique effective teaching, this provides a laboratory for mutual learning and support.

(6) Public school officials
If used as part of an in-service or tenure evaluation program, school administrators or department chairmen may be part of an evaluation team.

(7) State officials
The individuals may represent efforts of the State Department of Education to influence teacher quality and certification within their area.

Any person selected to evaluate in a PBTE program should demonstrate the following: (1) understanding of the objectives which the teacher is supposed to fulfill, (2) knowledge of the situation in which the teaching will take place and (3) understanding and acceptance of various ways in which the same objectives can be accomplished.[5]

Once a program has developed its objectives how may it collect evidence for its evaluation procedure? At present most programs reflect one or a combination of the following three approaches: (1) rating, (2) observation and categorization and (3) pupil testing.

In the rating procedure an observer collects and analyzes evidence to compare with stated criteria but without making a carefully detailed record of the evidence. It involves heavy reliance on subjective or value judgements related to effectiveness and may involve use of scales such as a Likert scale or semantic differentials. Sophisticated scales and trained raters provide ways of compensating for some potential problems with this method.

In the observation procedure selected aspects of teacher or pupil behavior are categorized for objective reporting by an observer. The category system and the sign system are two kinds of observation schedules. Some commonly used scales are those developed by Flanders (verbal), Galloway (nonverbal ) and Medley and Metzel (OScAR).

Pupil test scores represent a third approach to evaluation which relies on the gain scores or consequences of the teaching behavior. This approach has received a limited support because (1) many extenuating factors may influence a student's learning, and (2) tests usually do not reflect the wide range of objectives sought by an educational program.

As an overriding evaluation procedure, Richard Turner has created a six criterion level approach which is worth describing. Criterion six refers to the effects of a teacher training program on teacher knowledge and understanding. Criteria five and four refer to its effects on the improvement of teaching in laboratory-type settings. Criterion three deals with the effects of teacher behavior under actual classroom conditions, wheras criterion two deals with effects on pupil behavior of short range duration and criterion one concerns itself with pupil change of long range duration.[6]

Although teacher evaluation is a program goal, at all times members of the PBTE evaluation program should engage in self-evaluation. The following are possible guidelines for program evaluation:

(1) Relevance
This refers to the extent of the relationship existing between the criteria for evaluating teaching and the goals of the educational program.

(2) Interpretability
This refers to conditions which allow the evidence collected to be organized and analyzed in ways which will yield information that can be used for desired purposes.

(3) Reliability
This refers to the consistency between evidence collected and behavior observed, especially if there are multiple observers.

(4) Equity
This refers to the lack of discrimination against a person with a particular teaching style unless it is agreed that his style is not appropriate for accomplishing the objectives of the educational program.[7]

Some of the problems or concerns which educators must consider are:

(1) Long range behavior
Although a student may perform certain teaching behaviors during college years, research has been insufficient to predict the long range teaching behavior of someone who has "mastered" particular skills.

(2) Use of teacher skills
The fact that a teacher can perform a certain behavior does not mean he or she has the decision-making ability or sensitivity to know when and in what combination the skills should be used. Affective or interpersonal teacher skills have received little attention in many programs.

(3) Adequacy of pupil tests
Since many factors other than a specific teacher may account for changes in pupil test scores, an objective estimate of the expected pupil gain should be developed before using gain scores as a primary basis for evaluating teaching.

(4) Affective learning
Teachers of speech communication are concerned with affective learning, but since this area is very difficult to measure and since PBTE requires strict measurement, there may be a tendency to ignore the affective in favor of easily measureable low-level cognitive behavior.

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(5) Individualization
Before instituting a PBTE program the practical issue of staff must be considered. An individualized approach without time limits requires many more staff hours which must be provided either through additional staffing or load changes.

(6) Role of federal or state government
The present relationship between institutional assessment and certification is unclear. Educators should be cautious of possible development of uniform standards which do not allow for individual teaching styles or situational differences according to culture or community needs.

(7) Role of Theory
In his critique of PBTE Harry Broudy suggests that the gap between theory and practice may be eliminated (a) by getting rid of theory or (b) by reducing it only to what is needed to perfect the practice. The interrelationship of theory and practice must not be lost to a skills approach.[8]

Thus, having looked at the what, the who, the how and the problems of PBTE, it is appropriate to close with the following challenge:

> But the overriding problem before which the others pale to insignificance is that of the adequacy of measurement instruments and procedures. PBTE can only be successful if there are more adequate means to assess the competency of students.[9]

* * * * *

FOOTNOTES

[1]K. Fred Daniel, "Performance-Based Teacher Certification: What Is It and Why Do We Need It?", Performance-Based Certification of School Personnel, (ed. Joel Bordin), (Washington, D.C.: Association of Teacher Education, 1971), page 5.

[2]Stanley Elam, "Performance Based Teacher Education, What Is the State of the Art?", (Washington, D.C.: American Association of Colleges for Teacher Education, 1971), ED 105 166, page 12.

[3]Ibid., page 15.

[4]Ibid., page 8.

[5]K. Fred Daniel, "Developing a County Program for Evaluating Teaching," Teacher Education in Transition, Volume I, (ed. Howard Bosley, (Baltimore, MD: Multi-State Teacher Education Project, May, 1969), page 312.

[6]Elam, op. cit., page 15.

[7]Daniel, "Developing a County Program for Evaluating Teaching," op. cit., page 314-15

[8]Harry Broudy, "A Critique of Performance Based Teacher Education," (Champagne, IL: University of Illinois, 1972), ED 063 274.

[9]Elam, op. cit., page 21.

# APPENDIX B

## Commissioned Stimulus Statements

## on

## Communication in Secondary School Language Arts Curricula

Education Priorities Division Group Two

Edward J. Pappas, Chairperson

# WHAT IS THE RELATIONSHIP BETWEEN THE SPEECH CURRICULA OF HIGH SCHOOLS AND COLLEGES?

James Gibson
University of Missouri

Sometimes one is tempted by the very topic assigned to respond in a semi-jocular vein. Since I have agreed to present a short position paper on the relationship between the speech curricula of high schools and colleges, I thought for more than a few moments before I decided to respond that "it ain't what it ought to be."

Let me clarify the reason for my feeling that the articulation of programs between high schools and colleges is somewhat deficient. This position in no way suggests that the instruction offered at either level is deficient. Rather, it seems to me that the communication that occurs between the teachers and curriculum builders at the two levels is exceedingly poor and, in some cases, is nonexistent. Add to that difficulty the bare fact that speech communication is still not an academically acceptable discipline in many of our secondary schools (and for that matter its very presence is still in question at many of our more distinguished universities and colleges) and I believe you have the germ of the problem.

I believe that two research studies which I have had the opportunity to be involved with in the most recent year tend to shed some light on the Problem/Question which we face here. One of these unpublished investigations by Blanche indicates that in Missouri (if there is anything typical about that state and I would argue that there are many things which are), only some 61 % of teachers prepared to teach speech are, or have been, given the opportunity to teach speech at the high school level. One could argue that perhaps these teachers were not given the opportunity to teach although there were a number of curricular offerings in speech far exceeding the 61% figure. Unfortunately, the figure of approximately 61% of the schools being ones which offer speech courses is correct. Here, then, it seems to me, is one basic dificiency in the articulation between the college and high school programs. We at the college level have not worked enough or with the appropriate counterparts at the high school level to develop and have implemented effective programs in speech communication. I would argue, vigorously, that the data collected in Missouri is not significantly different from current data available from other states in this section of the country or from national figures. The relationship is bad because there has not been sufficient pressure for a viable program at the high school level. Add to this earlier evidence froma a study by Kunesh, and I believe it becomes very clear that the number of programs, whether in speech communication or speciality or general courses in theatre, just have not achieved the desired level of acceptability at the secondary level.

Now, what is our response to the problem? Since we may be forced to concede the relationship between programs at the two levels is not adequate because of the dearth of programs at the secondary level, let us operate on the basis of one critical assumption. This assumption is that somehow we have not prevailed upon the ruling powers of curriculum development to institute speech communication courses into the secondary or junior high school levels. What kinds of course or what kind of a program

would be desirable to complement the type of training education college bound students or those who have a goal of job orientation in the community should be offered?

First, I am completely committed to a program which has its genesis (in the junior high) with the first courses in speech communication being offered at either the seventh or eighth grade level. This should not suggest, nor be interpreted to mean, that I feel elementary training in speech is not in order. My feeling is absolutely to the contrary. However, instruction at the junior high school level should involve introduction to principles of speech communication and a series of experiences giving the student practical experience in communication oriented situations. From this point on, it is my judgment that the curriculum can increase in detail with programs in group process, debate, basic communication theory, theatre, acting, and persuasion.

For those who would argue that what I have proposed is merely something which transposes our current college curriculum into the high school, my response would be that perhaps we have been forced to offer exceedingly basic courses to many high school students who have not had this kind of educational opportunity. There certainly are educational systems throughout this country, in fact several not far from where we are meeting today, which offer programs of this type. They stand as models of the kind of curriculum which I consider to be desirable as a base for secondary-collegiate curriculum coordination and as a base for the improvement of communication studies for all members of society. We constantly preach that it is imperative our students understand the singular role that communication activities play in our everyday lives. But, on the other hand, we argue strenuously against exposing these same students at the secondary level to more than one or two courses on the ground that area is too complex for them to grasp or that it should be the domain of the specialists at the college level. First, these students at the high school level are being undersold. They are better informed than their parents. They are more interested in the world around them, and they desperately need more information and training in the total act of communication in a world surrounded by Watergates, Vietnams, and the soft sell. Just because they may not elect a college education does not for a moment suggest that they are incapable or undeserving of that kind of education in communication oriented activities that will help to enrich their lives or make them more useful and contributing members of our society.

As I see it, this kind of program would also do much to advance the cause of speech communication at the college level. Many of us bemoan the fact that now we must spend excessibe time with our undergraduates teaching them principles of communication that could have been grasped long before they ever walked on a college campus. The result is that our curriculum becomes bogged down with the required basic courses and we are unable to provide our graduates with courses which go far beyond the fundamentals of group process, basic communication theory, etc. I am asserting that our college level programs are not adequate at present, particularly at the undergraduate level, because of this lack of commonality between the secondary and collegiate levels.

The development of a tightly unified curriculum between the college and high school levels would herald the arrival of a new kind of communication education. We would have a speech communication program which becomes what is now available

only to those whose interest had been in English or social studies. Our students could study communication, the basic tool of mankind, intensively from the 8th grade through a Ph. D. Sound revolutionary? I think not. It would be a unified program, it would give all of us speech educators the kind of freedom and continuity of instruction that is vital to an effective program, and it certainly would be in the best interests of our students and society.

What, then, should the relationship stated in my thesis be? My answer now is a "great deal more than it is at present," but that change can't occur without the concerted efforts of teachers and interested citizens at all levels in urging curriculum modifications at the secondary level. And those of us at the college level should not merely point our fingers at our secondary teaching brethren. We are and should be responsible to them for change and we must give them all the aid, assistance and information needed to initiate changes. of this sort. It must be a cooperative effort, one which cuts across levels of education, and one which now talks of speech communication education K-12. The outgrowth of all this for the college teacher, if we must talk of benefits for him, is the chance to upgrade his curriculum to build upon the great advantages reaped from education in fundamentals at the high school level. The great winner, though, will be the student, who desperately needs the type of changes I have outlined.

These moves would, in my view, go far toward giving us the kind of educational model which would make a positive and manifest contribution toward the total education of all our future citizens.

# DETERMINING SECONDARY EDUCATION COMMUNICATION COMPETENCIES: THE TASK OF EATING AN ELEPHANT

Lyman K. Steil
University of Minnesota

Dr. Keith Wharton, Coordinator of Educational Development at the University of Minnesota, relates the following account which I believe has relevance to our task.

It seems that many years ago in a quaint little country there lived a young man. Like most lads of his time he was poor, uneducated, and unsuccessful, and spent the hours of the days tending his sparse garden and caring for the one gaunt cow that he owned. He was different from the others, though, for he could not bring himself to accept his station in life, but constantly dreamed of what it would be like to be rich, powerful, knowledgable and successful like the old ruler who lived in the big house high on the hill.

One morning, after a near-sleepless night filled with visions of gold and land and fine clothes and ornate carriages drawn by prancing horses, and other successes, he threw down his crude hoe, drew his tattered cloak about him, and set forth to find the secret to success. His path led him unerringly to the Wizard of the Wilderness who, it was said, could reveal to the pure and earnest seeker the answer to any of life's mysteries. The lad, his fears and uncertainities overcome by his fierce determination to become successful, boldly approached the ageless Wizard and inquired what he must do in order to gain his heart's desire. The old man, after searching the boy's soul and finding his motives sincere and honest, slowly replied, "My son, in order for you to possess that which you seek, you must eat an elephant."

"Eat an elephant!", the lad exclaimed. "It's impossible. I, who have never had a full belly in all my life, could not devour a large hare, much less a huge elephant. It can't be done. No one could do it." Thus speaking, he sadly shook his head and slowly began to make his way to his tiny hut. But on the path, as he contemplated his dismal future of poverty, a thought struck him like a bolt of summer lightning. "What a fool I am," he thought. "I only asked the Wizard what I must do in order to become rich and famous and successful. When he told me that I must eat an elephant, I was so overcome with the enormity of the task that I completely forgot to ask him how this might be done. I must return and ask him how."

He immediately turned and ran at breakneck speed back to the house of the Wizard. As he approached, he saw the old man still standing in the doorway of his hut, gazing down the path as if he were expecting the boy to return. Falling on his knees at the feet of the wise old Seer, the lad gasped, "Tell me, kind sir, how I may eat this elephant in order to become rich and famous and successful."

With a knowing smile and a gleam in his eyes, the Wizard slowly answered, "To eat the elephant, you must proceed slowly, one bite at a time."

Needless to say, the lad joyously followed this advice, and in time became the richest and most successful man in all the land, and upon the death of the ruler, was asked to rule over all the land and people.

It seems fitting as we consider, in extension of the Airlie Conference recommendations, further development of Speech-Communication Education priorities, the like task of eating the elephant.

More specifically, I believe the lesson learned by the boy has direct implications to us as we face the extraordinarily complex task of determining the communication competency needs of secondary level students.

Examination of a wide selection of Speech-Communication texts; Speech-Education texts; Speech-Communication Professional Journals; State and Community Speech Curriculum Guides, etc., clearly points to the fact that any discussion of concepts of competencies are implicit at best. In point-of-fact the word competence is rarely found cross-referenced in textual indexes.

Extending from these two basic observations, 1) that the explicit establishment of speech-communication competency levels for secondary students is less than complete, and, 2) that such an extensive undertaking equates with the unseeming task of eating an elephant, consider the following development.

The complexity of determining the communication competency needs of high school students is multi-faceted. For preliminary clarification reflect on a definition of the concept of competence. Webster's Seventh New Collegiate Dictionary defines competence as having the "means sufficient for the necessities of life" or having "the quality or state of being competent." To be competent is defined as "to be suitable," or to "have requisite ability or qualities."

With such a definition in mind, it would seem that the existent task relates to the multiform academic structuring of speech-communication subject matter. Viewed realistically, secondary speech-communication offerings vary extensively in both content and extent. Robert Oliver points out that throughout the Secondary schools of the United States one can find communication courses "designed to guide inquiry concerning the theoretical bases of oral discourse in relation to its purposes, its forms, its qualities, and its effects. There are some courses devoted to the problems of evaluation, criticism, and ethical judgement of specific instances of oral discourse. There are courses designed...for the improvement of...speaking and listening." Certainly some courses, as offered, focus on public speaking, some on discussion, some on interpersonal communication, some on oral interpretation, some on theatre, some on media, etc. The point is simple, as ensuing speakers will probably clarify, the speech-communication offerings in our secondary schools are multiform. They are multiform in both type and scope.

Related to the multifaceted aspect of speech-communication education is the multilevel element. Relative to determining speech-communication competency needs is the need to consider the environmental differences facing students throughout the United States. In a paper entitled "On Communication Competencies," Dell Hymes discusses the concept of differential competence within a heterogeneous speech community. Although Hymes is discussing the concept of communication competencies relative to linguistic theory, he makes a point that deserves our consideration. Hymes argues that any consideration of competency be relative to, and independent with, sociocultural features within which that education occurs.

Thus the task of establishing a common statement of needed communication competencies beyond a most simplistic, narrow, and shallow manner may be open to question.

Another consideration in discussing the determination of communication competency needs relates to the extent of development. Again Hymes develops the thought that any consideration of competency must recognize that ultimate competency is dependent on the development of both knowledge and performance.

Thus, any consideration of what communication competencies are needed by secondary school students, must take into consideration the above factors. In summary, these facts seem worthy of repetition.

1). Some argue that there is a need to establish the speech-communication competency needs of Secondary school students.

2). At least three multifaceted factors of reality compound the difficulty of this task.

a). Speech-communication offerings are multiform/multitopic.
b). Speech-communication offerings are multileveled.
c). Complete speech-communication development includes the cognitive/affective/behavioral areas.

3). The task of determining a workable statement of communication competencies is extensive and probably worthy of a long range project.

As we consider the determination and development of speech-communication competencies, I would suggest that we remember the lesson of the lad and his task of consuming the elephant. By extending this discussion, one bite at a time, tenaciously and incessantly pursued, is the best approach to determine educationally operative statements of needed communication competencies.

# ALTERNATIVE STRATEGIES FOR THE STUDY OF COMMUNICATION IN HIGH SCHOOL

Dick and Linda Heun
Missouri State College, Kirksville

As a part of the continuing process of reexamination of instruction, Speech Communication instructors are taking a close look at current programs. The Airlie Conference identified 19 long-range goals and priorities for education.

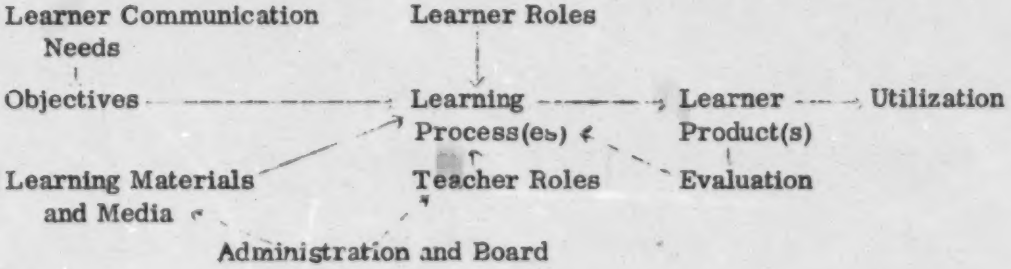
Most teachers work hard and have high goals for their communication instruction. Secondary teachers have an extra challenge with the additional structural and time demands placed on them. Sometimes we all wonder if there might not be better or more efficient ways to attain determined goals.

In some aspects of instruction, such as learning materials, there is a cornucopia of new tests, films, tapes, etc. or activities like games, simulations, etc. In other areas of instruction we are often too busy or feel structured by institutional restraints to consider as wide a range of alternatives. Thus, instructional improvements tend to approximate the analogy of the automotive industry, where progressive changes are annually made in a basically stable structure. Sometimes there is value in a structural consultant from a related field.

Our purpose is to suggest alternative instructional strategies to increase student learning in communication instruction. The title implies that this paper is largely concerned with process variables. Actually other related variables are also considered as visualized in the Model of Speech Communication Learning which follows. All of the later pairs of alternatives may be thought of as two of many points or continuums. Also included are alternative basic assumptions from which other strategies might derive. Some of the suggestions do not have counterparts in most current approaches and thus are presented as such on later pages. Also, it should be noted that many excellent aspects of current approaches are not indicated.

Some or many of these suggested strategies might not fit a particular situation at this time because of the exigencies of the principal, Board, peers, etc. One of the most worthwhile outcomes of the Airlie Conference may be the mobilization of the efforts of Speech Communication educators on all levels to jointly develop accountable approaches to Speech Communication instruction and suggestions for applications to various programs.

## MODEL OF SPEECH COMMUNICATION LEARNING



| ALTERNATIVE | RATHER THAN |
|---|---|
| **Teacher Role** | |
| learning facilitator | giver of information |
| co-prescriber of appropriate learning approaches and materials with learner | prescriber of learning approach(s) and material(s) |
| many structures for presentation of information | Primarily one structure for presentation of information (eg. deductive) |
| solver of learning problems following assessment | notifier of grades following assessment |
| guider of independent learner movement | disciplinarian -- keeping learning orderly |
| accountable for learning | accountable for certifying student attendance, and/or completion of given activities |
| **Student Role** | |
| people can learn on their own | people need direct guidance to learn |
| students can learn everything | only a few students can learn everything |
| active participation | passive participation |
| learner participation in process options | teacher specification of process |
| learn your way out | clock your way out |
| **Process Guidelines** | |
| identify specific objectives at beginning of learning experience | goal of 'better communication' |
| before learning begins, test how students learn best | |
| students can learn through various channels | |
| individualized instruction - different approaches for each learner | group instruction - one single approach for all |
| learner pacing | teacher pacing and administrative pacing |
| teaching for transfer | adapting activities to needs of in-class structure |
| activities as means for learning | activities as end for grading |

| ALTERNATIVE | RATHER THAN |
|---|---|
| **Process Guidelines** (cont.) | |
| use of outside resources | text and teacher as primary resource |
| learning can take place outside the class | learning takes place with a teacher and classroom present |
| core communication skills identified | teaching textbook |
| **Product Guidelines** | |
| core skills identified by behavioral objectives | product identified by completion of various activities |
| articulation of objectives with colleges | |
| articulation of objectives with High School graduate's needs | |
| test what you teach and teach what you test | |
| train people in coping skills- how to use what they've learned and how to identify in a situation which knowledge and skills learned is applicable. | |
| accountable learning via 90-100% accomplishment of goals through learned core skills | learning product(grade) indicating various levels of achievement on series of tasks |
| additional skill options available related to individual needs | identical objectives for all |
| tell students what and how they will be tested | |
| **Evaluation Guidelines** | |
| identification of (objectives and) evaluation standards at beginning of learning experience | student unsure of grading standards |
| choose the ends before the means | choose the means before the ends |
| learning is the constant and time the variable | time is the constant and learning the variable |
| test evaluation used for diagnosis, learning, and mastery assessment | test only used for learning assessment |
| testing behavior change | testing item recall |
| grade based on goal attainment | grade based on improvement and effort |

| ALTERNATIVE | RATHER THAN |
|---|---|
| **Evaluation Guidelines (cont.)** | |
| grade based on number of objectives achieved at 90-100% level | grade based on number of repetitions of activity |
| evaluation items are a mirror image to objectives | test items developed and unknown to learners |
| retesting to measure added learning | |
| evaluation nonthreatening indicator of learning | evaluation perceived as evaluation of self |
| Testing time chosen by student | testing time designated by teacher |
| evaluation done immediately with learner present | delayed evaluation without learner present |
| student answers are correct or not-yet-correct | student answers are right or wrong |
| tough courses take longer and more teacher and student effort | tough courses result in low grades |
| low grades identify instructional deficiency | low grades evaluate the students' learning |

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# SECONDARY SCHOOL SPEECH CURRICULUM

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During the years that the educational curriculum has included public speaking, there have been definite changes from time to time as to the purpose and content of such a course. In high school this is often dictated by administration and by organization of the department.

At Kalamazoo Central, the speech program is a part of the English department. Most of the courses are one semester courses in which students must elect at least 4 semesters during their 3 years in high school. English courses include such electives as short story, American novel, English literature, creative writing, black literature, literature through film, individualized reading, and many others. Speech and drama courses are also a part of these electives. The speech courses include public speaking, discussion, interpretive reading, and debate and forensics. These courses are a part of the English curriculum and students may elect any of them for English credit, and they may be taken any year -- 10, 11, or 12th grades. Therefore all courses must include some reading, writing, and vocabulary building. This dictates to some degree the approach these courses must take. Let's take a closer look at each type of class, one by one.

The public speaking courses are traditional ones emphasizing extemporaneous speaking with students preparing and delivering short speeches through the use of an outline, throughout the semester. Between speeches, activities are centered around such communication skills as listening, use of voice and diction, and bodily action. Some group discussion, interviews, and oral reading are also used. Recently I have included short units on interpersonal communication using some of the game oriented activities. However, the emphasis is on the individual speech. I won't go into details on specific assignments I use because through the speech and other related activities, the student can learn speech skills and techniques which can be applied to ordinary communication situations. Speech class can show the student the importance of learning to be audible, to express his ideas logically and clearly, to be able to communicate effectively in conversations and discussions. I agree with Lew Sarett and William Foster when they said in their book, Basic Principles of Public Speaking, that setting up good speech habits trains the mind in many ways. "Efforts to speak well force a man to clarify his more or less nebulous thoughts, to strike out the irrelevant, to synthesize materials, to subordinate minor points, to drive at the heart of issues, and to state them without waste of words. A man is never the master of an idea until he can express it clearly."

One of our newer classes is the discussion class. Because of the types of students, which are of lesser ability and of the "I hate English and this sounds easier" type of student, I have limited the amount of research and formal type of discussions. I use many of the game oriented activities and lots of small group discussions. One activity that has been successful is that of a student congress. The class is dividied into small groups. Each group writes a bill.

They pick a topic of national, local, or school interest, do some research and reading, then write specific legislation concerning it. Some parliamentary procedure has to be taught. They elect a chairman, all act as a congress, and each bill is presented, debated, and voted on. I have also used this activity in a public speaking course.

The debate and forensic course is a full year course in which debate is taught from September to December, forensics from December to March, and discussion in April as previously outlined. In May and June work is done on the next year's debate topic. The classes are extracurricular activity oriented. Most of them take the course in order to be on the debate and forensic team. In debate some time is spent on theory and techniques of debating, but most of the time is spent on working on the current debate topic with research time, refutation practices, and practice debates. We have an active debate program so most of the students participate in outside debates. We belong to six debate leagues and go to tournaments almost every Saturday. I had 55 students participating in debate this past year. The same is true of forensics. In Michigan we have eight individual events. In class, they learn rules and techniques for all these and must try orally in class at least five. Then they pick the one or two in which they want to enter in our school forensic contest, which is held in front of English classes with the teachers as judge. The first and second place winners in each event are then on the forensic team to partipate in league competition. All those who do not make the team can still participate in league competition. All those who do not make the team can still participate in any of the Saturday tournaments.

The format of these classes is also a traditional approach, emphasizing that participation in extracurricular activities can teach the communication process. I know that some say speech contests are too competitive and that an unrealistic communication process exists. I don't think the emphasis has to be on competition. I don't think competition is necessarily bad -- this is a competitive world we live in and students need to learn this. I also think it depends on the teacher -- how much emphasis is placed on winning or on a learning experience. I think a happy medium can be achieved. I have yet to see a student in debate and forensics class not make some progress by the end of the year in poise, self confidence, and the ability to express himself effectively. This comes not only from tools and techniques learned, but merely from the fact that through contests a student's exposure to the contacts he makes with other students, teachers, and judges can't help but make him a more effective communicator.

Regardless of the specific class, I think the goals for most communications courses are pretty much the same -- to have the student become (1) a logical and creative thinker, (2) an intelligent listener and observer, (3) a skillful communicator of the products of his thinking through the media of speech.

Although the goals are similiar, the approaches to achieve this vary. I believe for high school students the more structured traditional speech oriented approach, with the kinds of classes I have explained, achieves these goals better than the newer interpersonal communication approach. I believe this for three reasons: first, I still believe that the best way to learn to communicate effectively

is through practice. If you want to gain poise and self confidence in being able to talk with people -- if you want to be able to organize and develop ideas in a logical way -- then the best way to acommplish this is through the preparation and delivery of speeches. Learning some theory and participating in some activity oriented games may be helpful, but the actual preparation and delivery of speeches is essential. If you want to learn to swim, the best way is not to sit around and talk about it but to get in the water and try it. And the point is that through this method students are learning indirectly some of the same things aimed at in the interpersonal communication approach. Students in a basic speech course are learning much more than the mastery of delivering speeches. When they learn to speak before others, to discuss among themselves, to evaluate how others talk, to read orally, and to express their thoughts and feelings accurately, they are really learning about themselves.

Second, I believe in the more traditional apprach because I feel that many students in high school are not ready for the interpersonal communication approach. Some are reticent in takling about themselves; some are not always honest and open in their attitudes and remarks. Some look on it as "fun and games," and are not ready or willing to learn anything from it. Several years ago I had a student teacher oriented in the interpersonal communication approach who wanted to try this method in public speaking class. He began by putting the students in a circle and asking, "Well, what do you want to talk about today?" Silence. Then he tried, "Let's talk about ourselves." Again silence - giggles, and a few obscene remarks. After a week he was ready to try something else. This may be an atypical example and I know that many teachers have been successful with this approach. And I admit that I use some of these ideas in the public speaking course. Many of the game type activities add variety and interest to the class. But the interpersonal communication approach does not reach high school students at basic levels of speech skill development. It's the self discipline of the speech skills that most high school students need.

The third reason I feel the more traditional approach is necessary in my situation is because I feel obligated as a part of the English Department to include a good deal of reading and writing. Through certain speech assignments, students learn the use of the library -- Reader's Guide, reference material, etc. They also learn the proper form for outlining, and I use several assignments in writing orations where one can work on word usage, structure, and vocabulary.

In summary, I'd like to say that the structured traditional speech courses for high school students give a student the self discipline, self control, and realistic encouragement he needs to be an effective communicator. In a 1968 article in The Speech Teacher, Henrietta Cortright, Doris Niles, and Dorothy Weirich summarize my beliefs when they say, "As speech teachers we believe that through speech we assimilate thought, opinions, ideas, emotions, and truth to arrive at understanding. We believe that intelligent, responsible speech is a skill that can be taught, learned and practiced."

# AN APPROACH TO THE STUDY OF COMMUNICATION IN HIGH SCHOOL

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The basic speech course at Stevenson is a year long, elective class presenting theory and practice in each area of speech communication to students of mixed grade level, academic pursuits, and ability. This paper will attempt to describe the arrangement of the basic course, its focus and goals, and how it relates to the total school speech program.

Each communication mode is presented in four steps: presentation of known theory and terminology, student performances utilizing the theory, observation of others' performances, and relating the use and purpose of the mode to life outside the classroom. The philosophy underlying the first step is that high school students have a right to know the body of knowledge and precise language known and used by professionals. It is, however, a matter of priority involving teacher selection of only those main concepts needed for a working understanding of the art. Subtle or complex phases of the mode may be presented in further advanced study if the student so desires. The field of speech is a group of arts, social, interpersonal, public and performance arts. No real understanding or appreciation of an art can occur unless the student has some working experience in that art. The level of proficiency may vary, but the learning gained from personal experience is real and lasting.

Once given theory and terminology, students seem to learn most from other students, sharing ideas, observing each other's performances, and comparing their responses. Given an unthreatening environment, students tend to give constructive, encouraging support to each other. Student response is more meaningful than teacher approval, criticism, or letter grades.

Finally, it is important for students to relate learning from the theoretical environment of the classroom to the larger world outside. It is amazing how much real life knowledge of communication theory students have before they ever enter the speech classroom. Formal training often serves to sort out the things they already know, clarifying this practical knowledge and establishing relationships between ideas. This basic course attempts to arrange concepts so that one builds on another, carrying over techniques from one mode to another.

The course begins with a brief introduction to interpersonal communication, using exercises that illustrate how we communicate on an informal one-to-one basis. This not only establishes a certain amount of trust and rapport within each classroom group, but provides some insight into how these same interpersonal qualities carry over to other communication modes. Related to this is a study of the phenomenon of stage fright - what it is and how to deal with it.

The next step is a study of the arrangement and organization of ideas, introducing the concept that all forms of language need a pattern or arrangement for clear development of the idea to be communicated. Students look first at the organization in the work of others before attempting to arrange their own ideas.

We next work on skills that could be grouped under the heading of delivery. Using bodily action naturally and purposefully is related to the new interest in "body language" or non-verbal communication. Emphasis in this area is on identifying non-verbal actions, developing the positive ones, and working to reduce or eliminate the less useful ones. Similarly, the focus in improving voice quality is on achieving naturalness and clarity, dealing primarily with rate, pitch and volume, with only slight attention to individual voice quality.

Following delivery, the class looks at what are chiefly social modes of speech, including conversation, telling simple narratives, and impromptu speaking. These precede the more complex theory of persuasive speaking. It is in the study of persuasion that such concepts as motivation and purpose, types of proof, audience analysis, and adaptation are introduced. Because the area of persuasion includes so many important concepts, a large block of time is devoted to its study with several student performances and activities. Students who wish may present their own persasive speeches to speech classes in the neighboring junior high schools, serving as models for younger students. This procedure serves as quite a motivational force and volunteers abound! The principles of persuasion are carried over to the study of debate which in turn is compared and contrasted with the other problem solving method of group discussion.

By the beginning of the second semester we begin a long unit on interpretative reading including individual and group performances of humorous and serious selections from a variety of genres. The emphasis is on enjoyment of literature for the pleasure of reading aloud and sharing that enjoyment with others. In this, as in most all classroom activities, advanced students serve as performance models for beginning students. Once beginners are acquainted with interpretative reading and have prepared selections, they present reading programs for English classes, larger school audiences, and Open House for Parents.

Interpretative reading leads nicely to storytelling, or the extemporizing of children's literature, a growing favorite with Stevenson students. Part of the popularity of this form stems from the practice of sending prepared students to nearby elementary schools to tell their stories in lower elementary classrooms. Last year, 90 volunteering Speech I students went to eight elementary schools, delighting hundreds of small children through storytelling. One school later sent stacks of children's books from their elementary library asking Stevenson students to tape record them for future classroom use. This activity also provided an excellent radio broadcasting exercise incorporating sound effects, musical backgrounds, and vocal characterizations.

Mass communications including radio, television, and film study, are covered from the same step philosophy. Students learn the basic theory and terminology, trying working in the media using audio and video tape recorders and 8mm home movie equipment, as well as critically examining the flood of media they are exposed to as listeners and viewers.

The last area covered is drama, a four week study which concludes with student presentation of scenes from plays complete with simple sets, costumes, lighting, and props. After elementary instruction in stage blocking, characterization, and stagecraft, students elect responsibilities as directors, actors, or

technicians. The scenes are presented to classmates and other invited classes as welcome "breaks" in the final exam week.

From this basic course and brief exposure to all modes of speech communication, students may elect second year advanced courses in argumentation and debate, advanced speech & forensics, or drama. These advanced courses provide students with more specialized study and form the foundation for debate and forensics competition. Advanced students serve in several other ways, however, than contest competition. The debate class, for example, conducts an all-school open forum discussion program each month on important social and political issues. The program is held every period of a school day in the amphitheatre, with teachers and students signing up well in advance to attend. Debaters also provide demonstration programs for local adult service clubs. The forensics classes present assemblies featuring a variety of speech activities as well as recording textbooks to assist poor readers in other academic areas such as social studies and science.

In state speech competition, Stevenson students have met with moderate success. The novice debate team has qualified for state finals for two consecutive years, the varsity teams have qualified for regional competition for four consecutive years, and our forensic entrants manage to capture almost every district event with several going to state finals each spring. State championships, however, have never been the primary goal of the speech program. A greater concern is that many students gain personal skills in the communication arts and are able to adapt their skills to larger goals of the school and the community.

# THE INTERPERSONAL APPROACH TO SPEECH COMMUNICATION

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"People in the 1970's are very much concerned about being 'human' people--individuals able to have enjoyable relationships with other persons."[1] Our lives are based on our relationships with other people and these relationships depend on communication. Yet, we take interpersonal communication for granted to the extent that it seldom occurs to us to examine the nature of it.

The concern and attention that interpersonal communication is now receiving is, I believe, an indication that the elements which comprise it are definable and that the knowledge which comes from the study of this most frequent type of communication will somehow make us better able to cope with ourselves and with the people we encounter. It is encouraging to me that alternatives to more traditional public speaking classes are being offered with increasing frequency, for I agree with Dean Barnlund, who in 1961 "complained that the speech field had overemphasized public speaking, giving 'the impression that the rostrum is the only setting where communication among men matters.'"[2]

It should be made clear that I do not view interpersonal communication as a substitute or replacement for more traditional speech disciplines. But I do see it as a healthy addition to a well-rounded speech curriculum for several reasons.

First, the study of interpersonal communication is a study of what we all spend most of our communication time doing -- having informal dialogues with others. It focuses on our casual and more private communication encounters and attempts to lend insights which will make those situations more productive.

Second, it seems to me that knowledge of interpersonal communication is a logical preliminary to the study of larger public speaking situations. While many of the fundamental elements of the process of communication are found in both disciplines, the difference lies in the emphasis placed on them. An understanding of one-to-one encounters would seem to me to lead progressively into the more specialized knowledge needed for understanding larger groups.

Third, and perhaps most important, interpersonal communication appears to be a long-overdue attempt to answer the frequent cries for a more personal approach to people. It seems to provide a means to begin understanding why and how the "gaps" of our lives--the communication gap, the generation gap, the credibility gap--exist and how they can be broken down. Mere confrontation is not enough; a committment must be made, a bond established, and the problems pursued at close range.

For all of these reasons, I am pleased that an interpersonal approach to the study of communication is becoming an integral part of many programs.

The interpersonal communication course at Redford Union is an elective subject. It was started in January of 1971 with one class and an enrollment of thirty students. It has grown to the extent that as of the 1972-73 school

year, ten sections with an enrollment of three hundred students were taught. Registration for the upcoming school year is completed now, and the same number of sections will be taught, and we have had to limit the enrollment to junior and senior students only because of the limits of class size.

Basically, the objectives of our interpersonal course are fivefold. The course encourages awareness of the elements which comprise communication. It provides the opportunity for students to increase their perceptions of themselves. It helps develop their ability to understand others. It encourages a keen appreciation for the many complicating factors that cause communic ation to be less than effective and gives knowledge of how these barriers may be overcome. Finally, it provides a situation in which students may discover for themselves the unlimited opportunities for close and trusting relationships with others.

To achieve these objectives, the course is divided into three general sections. One section focuses on communication as a process. Another section looks at the communicator as a growing, developing person, constantly searching for more successful relationships. Finally, the third section focuses on others in an attempt to achieve accurate perceptions of them. While these divisions sound arbitrary and separate, it should be noted that they do overlap and all are studied throughout the semester. Within this general framework, more specific attention is given to areas of language, feedback, intrapersonal discoveries, non-verbal communication, listening, barriers and breakdowns, competition, and small groups.

By its very nature, interpersonal communication lends itself beautifully to an inductive, self-discovery approach to learning. Role-playing activities, open-ended discussions, creative audio and visual aids, exercises and student-planned projects are used to present and explore communication concepts. Student journals are kept to record impressions, reactions, and insights from class activities. The students are encouraged to explore their findings outside of class, and, of course, find many opportunities to do this.

The inclusion of an interpersonal program in a speech curriculum offers many advantages, but two are most significant. First, it offers for study an area of communication that is basic and inevitable in our lives and helps to create competency in it. But more importantly, it draws into a speech program many students who, for reasons of their own, would not voluntarily take a more traditional public speaking course. I think it is significant that the enrollment in the basic speech course offered at Redford Union has not declined with the introduction of interpersonal communication to the curriculum. It would appear that different needs are being met by the two courses.

In my experience, the interpersonal approach to speech-communication is a workable, exciting, and successful venture into an area that has too long been neglected. It offers new challenges and discoveries to student and teacher alike, and it provides one more avenue of approach to the study of human interaction.

## FOOTNOTES

[1] Fundamentals of Interpersonal Communication; Giffin and Patton, 1971.

[2] Basic Readings in Interpersonal Communication; Giffin and Patton; 1971.

# INSTRUCTIONAL TECHNOLOGY IN THE LIBERAL ARTS CURRICULUM

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We Americans have always had a lot of "know how." Over the past twenty-five years some rather penetrating questions have been asked about our collective intellectual abilities concerning "know what" or "know why." We modern sophists or, as we are more often called, bahavioral scientists, have not been very concerned about these two questions. Unfortunately, professional philosophers have not shown very much interest either. Today, I wish to speak to you not as a behavioral scientist, social critic, nor media technocrat. I am first of all, a teacher. And I should like, in this segment of the conference, to address and raise some fundamental questions concerning speech communication pedagogy and curriculum.

Some terms need to be defined. A liberal arts curriculum is a systematic unfolding of a pattern of traditional values that are common to all persons. This definition is not only neo-Platonic, but also highly pragmatic. Only through a common set of values can personkind survive. This survival and whatever is beyond will depend upon communication and common perceptions of a very complex environment. In truth, the liberal arts curriculum directly concerns the archetectonic science, politics. The Western concept of rhetoric or communication has nearly always centered on this conception of the liberal arts.

A second term requiring definition is technology. Technology is people's use of devices or systematic patterns of thought to control physical and social phenomena. From this description it follows that virtually all of mass education or schooling is technological. Technology has few "know what" or "know why" statements inbedded within it, except for two most important value dimensions. Once a technology is introduced on a mass scale, it becomes irreversible and secondly, technology directly creates secondary effects on human lives.

Let us now try to draw some fundamental distinctions between the virtues of technology and the virtues of a liberally educated person. First, technology is compelled to deal with measurable attributes. Yet, the virtue of an educated mind is that it is unmeasurable by its nature. The differences between these two worlds appear in the following simple example. We could, given the time, develop an extremely complete technical description of a redwood tree. Yet we could not begin to capture or measure the impact on anyone of us, the sight of one of these majestic trees, nor more importantly, could we, through technology, explain why we should make plans to preserve such trees.

The second definition between a virtue of technology and a virtue of a person's intelligence is the fact that technology by definition has to operate in a sequential pattern, while a person's thoughts when forming an idea do not. Please do not misunderstand me at this point. In the process of training, thought is sequential, but not in the process of education. Training is akin to analysis or data gathering, which is important, but education is synthesis or illumination, which is a truly human activity. Civilized discourse is, after all, synthesis in one of its highest forms.

Technology, by its nature, requires a uniform response. This is a sobering feature of instructional technology. The question for us is at what points of curriculum do we wish to design points of uniform response or training, and at what points are we capable of designing uniqueness and education to free the mind to discover the common elements of personkind.

Before I am accused of being a neo-Luddite, I affirm my belief that instructional technology has a very important place in liberal arts education. Technological imperatives, however, are of such a nature that the machine often leads the teacher rather than the teacher developing systems guided by human purposes. This paradox follows from the nature of technology which is to create the line of least resistance in a collective educational experience. Hopefully, technology will be intentionally transformed to produce more difficult lines of resistance.

In order to design an instructional technology subordinate to intellectual purposes, several conditions must be met. The purposes are useful to a liberal arts education. In actual design practice, the conditions will probably never be fully reached, only approached.

The first principle in instructional technology should produce telling questions - questions which are central to our discipline as we understand it. In human communication, one telling or central question is how does the tension between cognitive and affective systems operate? In other words, do the symbologies we use think and feel correct? Conditions of interpersonal power, trust, credibility, status, roles, norms, perceptions, all have influence on these tensions. Further, we all have various technologies in our sophistic suitcases that produce conditions which produce tensions with some clarity. I am afraid that we are collectively guilty of using these devices as means rather than to further ends of understanding. Do our students really understand the telling question concerning the interactions of the dimensions of persuasion?

From this first principle, a second follows. Instructional technology must be interactive. Student questions must be heard and statements must be perceived as questions. Devices such as computer assisted instruction, language laboratories, and programmed texts are beginning to move in this direction of interactive questioning. We should be urging more motion in this direction.

I am afraid that much of technology in speech communication does not really operate in a very interactive fashion. Or at least the teachers who apply the technology don't really want to deal with a truly interactive process. In application, the telling question must be paramount in the teacher's cognitions.

The third principle of liberal instructional methodology, is that the methods must provoke an understanding and radical criticism of the socio-political environment. Technology should be focused on the collective values and cognitive norms of a segment of humankind. Do our students understand the effects of poverty or abundance? How do the socio-linguistic patterns reflect the collectivities around the world or even in one's own community? Our students are in the process of inheriting the most powerful economic-political system yet devised. Will they be able to apply that power with compassion or arrogance? More specifically, what common value structures are presented to the American

public via television, movies, or popular music? All of these media forms offer liberating experiences if certain questions are asked of them. Field observation with data collection devices such as cameras and tape recorders offer another rich source of data.

The final principle of instruction methodologies should be the creation of spatial-temporal distance from the topic. The student must have the luxury of reflection upon the matter at hand. This may sound strange in this electronic world of speedy gadgets, but this distance is important. Let us consider one of the oldest instructional technologies - the writing of a paper. One of the real educational functions of such an activity is to slow the student's cognitions down, fix them, and allow the student himself to evaluate his own ideas. A robust discussion accomplishes the same purpose. Intelligence does not really comprehend an attitude, idea, or value until the person can metaphorically stand in a different place so that the total concept may be synthesized.

Communication technologies also have the capability of providing such distance. A simple form would be a book, but film, video, and audio recordings hold a concept long enough for inspection. Obviously, video and auditory delayed feedback technologies use this technique, but beyond this, distance emerges also in the simultaneous presentation of several forms of media vividly contrasting two opposing modes of conventional wisdom. I have found this to be an effective means of helping students uncover our common backgrounds and biases.

None of this should imply that I oppose behavioral objectives, skill training, or the new vocationalism. All these have their place in the curriculum of mass education. One needs to know many things, including defensive listening, how to follow a question, normative pronunciation, styles of linguistic construction, how to block a play, the use of communication diffusion, and cognitive dissonance. I am arguing here that today's student also must know about his position in a complex world and the value of civilized discourse in shaping that world.

# CRITERIA FOR EVALUATING SECONDARY LANGUAGE ARTS CURRICULA

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The paralysis that sets in when it is time to set the first word on paper is well known to all of us. To have survived in academia, we have been forced to analyze the malaise and work out some idiosyncratic systems of reward, fear appeals, artifical stimulation and/or self-hypnosis to get us past that moment when preliminary research is completed, some thinking has been done and it is clearly time to write. Therefore, I believe that it was more than procrastination or fear of facing my inadequacies that delayed so long this moment when I actually begin this paper. Until Senator Ervin's gavel fell at 2:00 a.m. signalling the Fourth of July recess, I could not tear myself away from the Watergate hearings. For six hours a day I watched the failures of our political system which I see more clearly than ever as the failures of our educational system. I heard young men who had graduated with honors from the most prestigious liberal arts academies justify knowingly participating in illegal and unethical acts on the basis of "team spirit." I heard men of high responsibility who chose to cope with indications of wrongdoing all around them by making a concerted effort not to know what was going on. I heard the English language perverted through the use of the passive voice ("It was decided to go ahead with the Liddy plan."); personification ("The White House suggested the cover-up." "The Oval Office authorized the Ellsburg break-in.") and pragmatic, if misleading stylistic choices )"Executive privilege was not going over so all press statements were not to refer to separation of powers."). Amid all of this I heard occasional instances of probing cross-examination or serious analysis of essential moral issues. And from time to time I heard an internal voice saying, "You really should turn off the television set and begin to write about criteria for evaluating secondary language arts curricula."

Of course, at some level I knew that nothing was more relevant to criteria for curricular assessment than the kinds of ethical issues raised by the spectacle in Washington. Criteria for any particular curriculum derive from value statements about what education should be. I agree with those who argue that education is intended to help persons strive toward their fullest human potential -- collectively as a species and separately as unique individuals. Specifically, an educated person should be able to perceive the range of behavior options, understand the consequences of each option, make choices, and accept responsibility for the choices he or she has made. Watergate is only one striking example of our failure to create a society of persons aware of the consequences of choices and consciously accountable for those choices. In short, I argue that all education in every discipline is ethical and/or political education -- not in the sense of transmitting a particular ethical or political value system but rather in the sense of helping persons explore their relationship to their environment, to themselves and to one another. Language arts education plays a central role in such a system since the symbolic behaviors of human beings permit them to share with others their perceptions of the world, persons, and relationships.

The critical interdependence of language arts education and the ethical/political awareness I describe as the end of all education is illustrated in Dwayne Huebner's (1966) discussion of ethical rationality in education.

> The student encounters other people and natural and man-made phenomena. To these he has the ability to respond. Indeed, education may be conceived to be the influencing of the student's response-ability. The student is introduced to the wealth and beauty of the phenomenal world, and is provided with the encouragement to test out his response-abilities until they call forth the meaning of what it is to be thrown into a world as a human being. (p.21)

I am intrigued with Huebner's play on words because I see in it a chance to combine the all-forgiving posture of the determinists with the unrelenting accountability of the proponents of free will. Maybe those persons who condoned hundreds of thousands of deaths in Indochina are not evil but only irresponse-able...for some reason unable to respond to casualty statistics with a graphic awareness of the loss of unique, irreplaceable human lives. This concept of personal and social responsibility is more than a part redefinition of ethical relativism. For while no person may tell another the correct response to a stimulus, logic, philosophy, and science give us some sources of validation of stimuli so we may reasonably conclude that no response to significant stimuli in one's environment signals some sort of deficiency in one's response-ability. To have been a sentient person over the last decade and to find the women's liberation movement amusing, the Viet Nam war boring or Watergate trivial is equivalent to some sort of ethical colorblindness.

Why is it that certain people seem to be unable to respond to certain highly significant stimuli in their environment? How can people not respond to pollution, poverty, pain, or for that matter, poetry, natural beauty, or another human being reaching out in friendship? One explanation of educational theorists concerned with these questions has been that the stimuli presented, particularly in schools, are not interesting or vivid or relevant enough to bother to respond to. These theorists claim then that education should create an environment of novel, intense, constant stimulation. Douglas Heath in his excellent book Humanizing Schools (1971) offers a contrary analysis He claims that the greatest complaint of today's youth is boredom, but that paradoxically boredom may be psychologically understood as an overly sensitized consciousness. Witness the autobiography of twenty-year old Joyce Maynard (1972) who lived through Elvis Presley and the Beatles and the Stones and the hopeful Kennedy years and the assassinations, moon shots, civil rights demonstrations, peace rallies and the drug culture and states at age twenty that she has had enough excitement and change, that she would like to find a nice piece of land and a rocking chair...and retire!

Obviously, education for personal and social response-ability will not come primarily from efforts to intensify and diversify the stimuli presented to adolescents. As Heath observes:

> Our society is creating a very dangerous contradiction in its youth. On the one hand, we have developed a generation exquisitely aware of and sensitive to every evil of our world, committed to liberal social values, and eager to find justice and equality for all. On the other hand, we have neither provided our youth with the opportunities to learn the patience and skills to implement that idealism nor worked vigorously ourselves to eliminate the evils they see so clearly. (p. 18)

A sense-satiated generation will respond to stimulation to be sure, but in a binary, on/off, manner--reacting strongly to the most extreme stimuli and then closing down in self defense to several other stimuli. This survival technique they name coolness or boredom. A deep personal response to an awe-inspiring stimulus is painful, but the pain is abated or even transformed into a scary orgasmic pleasure when one is able to symbolize the response. The student who felt lonely and alienated by the inadequacy of "Far Out" as a response to the first moon walk, would, of course, find subsequent moon walks "boring." And this student would have little response-ability to spare for the well-intentioned English teacher who replaced Shakespeare with Vonnegut in hope of turning on a class.

Heath's book had a great effect on my own teaching, causing my "encounter phase" to ebb when I realized it is absolutely cruel to provide more and more intense encounters or stimuli with only minimal training in symbolizing or communicating one's responses. A junior college English program that I consulted with this year was recovering from a curriculum that attempted to teach writing through sensitizing students to themselves and their environment. The students touched velvet, sniffed lemons, wandered barefoot through the grass, and wrote moderately well about their experiences. But the atmosphere of the classes became tense, subdued, and unresponsive as the teachers stared at tombs of over-stimulated students who appeared to be bored to death. This particular faculty recognized the need to balance the heavy personal experiences with a variety of interesting, but more channeled, interpersonal and group activities.

If improving the quality of educational stimuli, however important that may be, does not represent the key to an effective language arts curriculum, it follows that the focus must be on student responses. In recent years much educational activity has centered around student responses, as the specification of behavioral objectives has been touted as the cure for all the ills of education. The problem with this approach, of course, is that it evaluates the product or content of the response rather than the process of responding. Huebner comments on how such approaches violate his notion of response-ability:

> The human being with his finite freedom and his potential participation in the creation of the world, introduces newness and uniqueness into the world, and contributes to the unvailing of the unconditioned by the integrity of his personal, spontaneous responsiveness. His responses to the

world in which he find himself are tokens of his particpation in this creative process, and must be accepted as such. Forcing responses into preconceived, conditioned patterns inhibits this participation in the world's creation. Limiting response-ability to existing forms of responsiveness denies others of their possibility of evolving new ways of existing. (p. 21)

It is obvious that specifying the content of student responses is indoctrination rather than education. Yet the impact of the behavioral objectives movement has been so great over the past decade that one author of a recent article found it necessary to state, "Carefully designed teaching strategies are as essential to a coherent curriculum, lesson, or instructional system as are carefully specified objectives" (Joyce, 1972, p. 150). Who would imagine that we would come to a point where an author feels compelled to comment that what goes on between teachers and students is an important part of the educational process and seems to find it a somewhat radical suggestion that such encounters are as important as lists of behavioral objectives? I have a number of other reservations and concerns about the current obsession with behavioral objectives. For the purposes of this paper it is sufficient to summarize these points in the words of Arthur Combs (1972), "The behavioral objectives approach is not wrong. It would be easier to deal with if it were. The danger lies in that it is partly right, for in the realm of human affairs, nothing is more dangerous than a partly right idea." (p. 1)

So far I have indicated that at this moment in history my criteria for judging almost anything--including language arts curricula--relate to enhancing individuals' abilities to respond to their environment and to be aware of the consequences of their behavioral choices. I have discussed two categories of criteria that do not seem to lead to that ability. We cannot judge a language arts program by examining the stimulus materials used and we cannot judge it by looking at lists of behavioral objectives. A curriculum aimed at improving response-ability must focus on the process of responding. No document or flowchart can tell us whether a curriculum meets that criterion. I find that when I say that a certain school has a good language arts curriculum, or a fair one, or a poor one, that I think primarily of the people who make curricular decisions and the interactions that they have with one another and with students.

This brings me to the point where I should tell you about my perusal of the literature on curricular design and evaluation. I stare at a stack of books with such titles as Strategies for Planned Curricular Innovation and Curriculum Handbook for School Administrators and I find that many of the readings deal with the management tasks of education or present criteria that seem to apply to programs or documents rather than to persons. For example, Wickert's (1973) list of twenty-four criteria for a good curriculum includes items like: "The curriculum tasks to be done are understood by the respective groups and committees" and "Experimentation and research are employed as integral parts of the curricular improvement process." There are other lists equally long and well organized that state curricular criteria that no one

would argue with (McNally, Passow, et. al., 1966; Office of Professional Development, NEA, 1966; Saylor and Alexander, 1966). I hesitate to call this body of literature boring; first, because the scope and depth of my review was limited, and second, because I realize that I could be revealing that it may have provided such dazzling stimulation that my over-satiated senses closed down. But I do find the "school of business" language and the lack of emphasis (for example, placing frequency of committee meetings on a par with recognition of individual differences) somehow offensive. If it is not wrong, it is still in Combs' language only partially right to speak so dispassionately of such important issues. So I offer three criteria that seem to shape my own responses when I say that a particular secondary school has a "good" language arts curriculum.

A. The interactions between teacher and student center on the process of responding. Parker and Rubin (1968) offer four suggestions for a process-oriented curriculum that are easily related to language arts instruction:

1. A retooling of subject matter to illuminate base structure, and to insure that knowledge which generates knowledge takes priority over knowledge which does not.
2. An examination of the working methods of the intellectual practitioner: the biologist, the historian, the political scientist, for the processes of their craft, and the use of these processes in our classroom instruction.
3. The utilization of the evidence gathered from a penetrating study of people doing things, as they go about the business of life, in reordering the curriculum.
4. A deliberate effort to school the child in the conditions for cross-application of the processes he has mastered -- the ways and means of putting them to good use elsewhere.

The fourth point suggests my second criterion.

B. An effective language arts curriculum stresses the inter-relatedness and unity of reading, writing, speaking, and listening. The course structure of such a curriculum might be divided into year-long blocks or a myriad of short courses and electives, but in the minds of administrators, teachers, and students the general goals of response-ability and responsibility would be more important than any aspect of the curriculum. Such divisions or categories as exist are based on the various processes of perceiving, responding, symbolizing, and communicating, rather than on arbitary topical boundaries such as English literature and American literature. In light of current research I would be especially skeptical of any curriculum which separated grammar, linguistics, and reading instruction from vital, personal acts of communication (Conner and Ellena, 1967; Hogan, 1965; Moffet, 1968; Shane, 1959). Our own greatest concern about unity and continuity, of course, lies in the relationship of speech communication instruction to the other aspects of language arts curricula. Huebner(1966) states that "speech may be considered as a basic form of man's response-in-the-world" and cites Heidegger's definition of speech as man's reply

as he listens to the world (p. 21). The centrality of speech in language arts instruction has been discussed by writers from both speech and English (Cayer, 1971; DeBoer, 1962; Pooley, 1966; Tacey, 1960). Finally, a unified language arts program would not have a rigid sequential pattern. Neither would it be totally aimless and spontaneous. Ulin (1973) reconciles the need to provide a multiplicity of opportunities for naturalistic language use and the need to provide some sort of sequencing by recommending James Moffet's suggestion that language arts instruction should proceed (in a fluid and irregular manner) "from the personal to the impersonal, from low to high abstraction, from undifferentiated to finely discriminated modes of discourse." (p. 204) Moffet's book, A Student-Centered Language Arts Curriculum Grades K-13: A Handbook for Teachers (1968), represents the best resource I am familiar with which describes how all aspects of the language arts may be unified by the use of small group discussions, creative dramatics, and the use of student writing as reading material.

My third criterion for evaluating a language arts curriculum is controversial and difficult to express, but it is perhaps the most important because it deals with the people involved in implementing the curriculum. There is only a modicum of facetiousness in my phrasing of this criterion.

C. People worry a lot. I sometimes try to locate the source of this value that I find myself applying to so many human activities. Is it a carry-over of Protestant morality that insists that future salvation can only be built on present suffering? Is it an outgrowth of the rhetorical tradition that truth emerges from dialectic and conflict? Does it spring from the existential notion that persons reach humanness and freedom through an agonizing confrontation with the constraints and contradictions that reality imposes? Or is my positive evaluation of worrying just a dissonance-reducing device used to justify my own response to most situations? Whatever the source of this criterion, I know that I could not be greatly impressed by a language arts program where the people involved were too calm, complacent, or sure. I would not look for masochism or for conflict over personalities, power, or politics. But I would expect to find intellectual tension, serious confrontation and painful, personal grappling with paradox and ambiguity in interactions among curriculum planners and in classrooms. The most intellectually sound essay on curriculum that I found was Mills' "In Search of Ambiguity" (1971). She argues that those responsible for curricular design have been too quick to accept a single educational worldview, either the scientific, the praxeological, the philosophical, the historical, or the intuitive, and to judge their efforts by the standards of that view. Mills believes that curricular problems are too important to allow this convenience. Tenets of each approach are needed for good decisions even though inconsistencies are apparent. She states:

> . . . it is not only futile but destructive to insist upon certainty as the goal of curricular inquiry. To remain emergent, humans must escape from their ontogenetically or phylogenetically based need for resolution of questions and strengthen instead their openness to search. They must value ambiguity as the stimulus by which

they are forced onward and thus escape obsolescence and extinction. (p. 735)

James Bugental's startling essay, "Someone Needs to Worry" (1969), claims that the ability to worry, to care, to be concerned, is the essence of humanness. It is this capacity that makes human decisions different from those of machines or rulebooks. We should value our worries and concerns as indicators that we are in the process of some very human act, rather than hastening to eliminate them. In our own discipline we are changing our terminology from conflict resolution to conflict management to acknowledge that intrapersonal, interpersonal, or intergroup conflict is not always an unhealthy state.

Writers in the area of curricular design are fond of referring to the etymology of the word curriculum claiming that it seems to come from "to run in circles." They proceed to remedy this sad state by presenting tidy linear designs. Personally, I find the former metaphor more engaging than the production line images their alternatives call up. Perhaps Robert Frost would have said, "One could do worse than to be a runner in circles." I like the picture of a moving, active, concerned group of decision-makers running in spirals perhaps, rather than circles. I have seen the result of neat, efficient divisions of response-ability in such organizations as the Committee to Re-elect the President.

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# EVALUATING THE OUTCOMES OF LANGUAGE ARTS INSTRUCTION: OUR PROFESSIONAL OBLIGATIONS

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We have heard a comparison between what language arts teachers are trying to do and the "eating of an elephant." My own special concern is with the evaluation of outcomes of language arts instruction or, having eaten an elephant, how to prove that occurrence to principals, local and state school boards, and the general public. My impression is that too frequently the only evidence of elephant-eating provided by teachers of speech communication is a rather loud belch. Such evidence has often given the belcher great satisfaction, but I fear that the school decision-makers have not been impressed.

My concerns are that teachers of speech communication are unwilling to attempt meaningful evaluations of their curricular programs and that this unwillingness threatens the continuance and development of useful and innovative programs like the ones which have been described to us at this conference. I believe that the evidence of unwillingness is to be found in the lack of published evaluations in our professional journals, and in the opinions which our teachers express whenever the subject of curriculum evaluation comes up.

One frequently expressed opinion is the view that the school decision-makers will not listen to what our teachers can tell them about speech communication programs and curricula. I don't doubt that school administrators and school board members may be reluctant to listen to much that our school teachers try to say to them. Nearly every teacher believes that what he is doing in the classroom is worthwhile; surely every professional believes that his own specialty is of substantial value to education. The school administrators are not going to place any special credence in the testimony of teachers who assert that their programs are effective without any additional evidence. If one examines the pattern of school decision-making, he finds that both good and bad decisions have been made, but usually these decisions have been based on the kind of evidence which controlled, experimental research produces. If our own professionals have not persuaded the decision-makers in the past, it may be because we have not been willing to support our impressions and conclusions with the kind of hard data we can obtain from curriculum evaluation projects.

A second view is that additional testing is just inappropriate in the schools of today. We are told that students and teachers are fed up with learning for tests and that the trend is toward eliminating the pressure for grades rather than incerasing it. This opinion is based on the inaccurate assumption that the only function of testing is to permit the assignment of letter grades. I assure you that such a view is foreign and even repugnant to the experts and scholars in the field of educational measurement. Tests and other measurement procedures can be employed for diagnosis, for evaluation of teaching, for assessment of class progress, and for all sorts of objectives other than contributing to some marking system. One does not have to read very far to determine that the people

in measurement have little regard for marking systems. I suspect that our own teachers (and many in other disciplines) are the ones who have contributed to the impression that there is an essential relationship between testing and grading. Curriculum evaluation programs offer a substantial opportunity to correct this mistaken impression.

This final opinion is the most devastating for those who are unwilling to attempt the measurement of educational outcomes in speech communication. The attitude is often expressed in these terms: "What I teach cannot be measured!" or "You can't quantify artistic or humanistic learning.! I suspect that some who utter these statements fear what an objective evaluation of their teaching might reveal. They may be concerned that what they teach cannot be measured because what they teach is trivial and inconsequential. However, many others believe in this position with great sincerity and with good reason. In our discipline we have often told undergraduate and graduate students alike that quantitative methods are useful only to communication researchers with very narrow interests. We have made believe that one can be either a critic or an historian or an experimentalist according to one's interests and abilities. In fact, every professional who wants to study human communication needs to learn from studies of all sorts; this methodological provincialism is damaging by preventing the diversification which may become a necessity for academic survival in the near future.

If teachers in art and music and English can quantify the outcomes of their instruction, teachers in speech communication ought to attempt controlled evaluation before they claim its impossibility. I believe that too many of us have rejected the usefulness of these methods without even trying them out. We cannot afford to take as an article of faith that what we are teaching is more illusive and unknowable than what professionals in other related fields are doing. As I indicated above, a teacher is not all that good a source about the quality of his own instruction. If we were to accept uncritically what people say about themselves, our decisions would be universally unwise and impractical as well. The very reason for placing a teacher among students is to provide judgment in the learning environment. We accept what our students say when they have good reasons, and we must make the same requirement of ourselves.

The methodology of educational measurement ought to be tried out before it is rejected so generally by our professionals. A serious study of virtually any measurement text would reveal how easy it is to make this experiment. The Brooks and Friedrich speech education text contains two chapters on the construction of tests and the measurement of outcomes which are readable and easily used even by a teacher with no background in educational measurement. Trying out techniques of measurement will provide a more realistic perspective about whether these methods have any utility to the teacher of speech communication.

Finally, if our professionals sometimes fear that which they have not encountered before, so do the decision-makers in the schools often delay and deny new and different programs. Speech communication does not have the status of "reading, writing, and arithmetic" at the secondary level. In fact in

many places it is taught as a subdiscipline of English. Speech communication instruction and facilities are seen as "soft spots" in the school budget by a great many administrators. We are going to have to convince the school decision-makers of the worth and importance of what we are doing if we are to gain an appropriate status in the secondary schools, and failure to accomplish curriculum evaluation using the same methods and materials as the competing disciplines lessens considerably our chances for accomplishing such persuasion.

A recent newspaper article describes a bill which will be introduced in the Michigan legislature this August. The bill would "...ban any type of 'sensitivity training,'...guarantee parents or guardians the right to review all school programs to make sure they are aimed at 'developing the intellectual capacities of the child,'...prohibit the assigning of any child to any type of experimental program without written parental consent," and do some other things as well. The article quotes the legislator who is introducing the bill as saying: "What we want to do is get back to basics...and forget about the rest of the junk they are getting in the schools." Whether we could convince this legislator or not, whether such a bill will be passed or not, my greatest concern is that we must convince the public, the legislators, and the administrators, that what speech communication teachers do is not part of that "junk they are getting in the schools."

## APPENDIX C

**Commissioned Stimulus Statements**

**on**

**Implications of University Reorganization of Speech Departments for the Preparation of Secondary Communication Teachers**

**Education Priorities Division Group Three**

**Barbara Lieb-Brilhart, Chairperson**

# A DIFFUSION STRATEGY FOR SECONDARY SPEECH COMMUNICATION

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The concern of this paper is to estimate the impact of organizational changes in departments of speech communication upon the secondary teacher. First, it describes an idealized model of the relationship between two educational systems, higher education and the secondary school through the input of new teachers. It then describes facts and conditions which mitigate the influence of colleges and universities upon the conduct of speech communication in the secondary school. Finally, it proposes strategies to promote the flow of innovation into the secondary school through the medium of practicing, tenured teachers.

The proliferation of new courses and new departments in speech communication over the past ten years attests to the vigorous state of the profession. Under ideal conditions, this wealth of innovation could be transmitted to the secondary school if certain conditions could be met. The first requirement would be an elastic number of hours for the bachelor's degree, capable of expanding to accomodate the growing number of areas of interest. Ideally, the holder of the bachelor's degree would know rhetoric and public address, oral interpretation and drama, group discussion and dyadic communication, debate and intrapersonal communication, and both mass communication and speech pathology, not to mention the areas of interest that will rise to prominence in the future.

Next, ideal articulation between secondary and higher education would require a teacher job market with a large turn-over rate that could absorb its new teachers, who would then implement with minimum delay what they learned in course work leading to the bachelor's degree. It would also require that secondary speech communication be taught primarily by teachers trained in the subject, or alternatively, that teachers holding a teaching certificate in speech have a bachelor's degree in the subject. Under these conditions, the teaching of secondary speech would be sensitive to change in the profession at the university level.

Not one of these conditions can presently be met. The number of credit hours required for graduation has changed very little over the past fifty years. Through this aperture must pass the courses that constitute the new teacher-subject matter preparation. The reorganization of speech departments into separate departments of drama, speech pathology, and mass communication is relatively new, but competition of emerging areas of interest for a place in the curriculum is not. For example, during the first third of this century, speech pathology developed as an interest. As the number of pathology courses grew, university course offerings in rhetoric declined dramatically along with elocution and oratory.[1] The graduate of 1920 must have looked at the new graduate in speech of 1935 acutely aware of what the youngster didn't know about rhetorical analysis and delivery. In 1972, nearly 5,000 new teachers graduated with certificates in speech and drama. Over half of these graduates came from eight states all with large universities which contain separate departments for

c ama, mass communication, and speech pathology.[2] Since the hour requirements for a major do not expand with the growing interests of a profession, the inevitable result is increasing specialization at the expense of a broad knowledge of all of the many interests contained in speech communication. The fact of departmental reorganization, with requirements for the major that exclude some of these fields of interest, simply makes specialization more visible.

The current effect of this specialization at the secondary level appears to be less now than at any time during the last 25 years since the input of new teachers is declining dramatically. Nation-wide, 1968 was the cross-over point for supply and demand in the teacher job market.[3] The national turnover rate for teachers has dropped to 6% and appears to be going lower as the median age of teachers gets younger. This is a reflection of the fact that the post-war baby boom has moved through high school, and the rate of expansion has flattened out. This and a nation-wide long-term job shortage has encouraged new teachers to keep jobs they get, and made them less inclined to move, quit teaching, or take leaves of absence to do graduate studies.

The declining hiring rate has been especially acute for new teachers certified in speech and drama. Of fourteen secondary specialties, only two, social studies and journalism, placed a smaller percentage of new teachers in 1971.[4] Thus there are two factors that minimize the effect of changing coursework requirements upon the conduct of speech communication instruction in the secondary school: an over-all decline in the hiring of all new secondary teachers, and a declining proportion of those hired among holders of certificates in speech and drama. Demographic projections over the next decade suggest little change in this situation.

Finally, it is not at all clear that speech communication majors actually teach most of the speech communication courses in the secondary school. First, in the most populous states, the English major can acquire a second certificate in speech and drama by showing a minor in speech, or less, a non-reciprocal arrangement that does not, apparently, let the speech communication major pick up an English certificate as easily. Not coincidentally, the hiring rate for new teachers with English certificates has run about 10 % higher than for similar teachers certified in speech and drama over the past 20 years, regardless of the condition of the job market.[5] It is reasonable to assume that many certificate holders have had six courses in speech communication or less. Cut-rate certification in speech further dilutes the impact of changes at the university level upon the conduct of this profession at the secondary level.

This influence is further attenuated by a widespread practice at the secondary level to define speech-communication courses along with reading, as belonging to the domain of English. This obviates even the need for a certificate in speech. For example, in the mid 60's Squires and Applebee surveyed high school English practices. They reported that 6% of class time was spent on public speaking an mass media.[6] A more recent survey of elective programs in English shows that speech, theatre arts, debate, oral interpretation, mass madia and film courses constitute over 15% of the course offerings.[7] The English curriculum is respon-

ding to administrative pressure for greater course flexibility, student pressure for more relevance and to dissatisfaction from English teachers themselves with what is now coming to be called elitist literature. In short, speech communication is becoming a major alternative for the secondary English curriculum. It is here that the opportunity lies for input by the university-level speech communication profession. The target audience is not the undergraduate major in speech, but the practicing, tenured teacher of secondary English.

Approaches to these teachers will probably be well received. In their survey, Squire and Applebee polled English teachers for interest in the college courses they had taken. Sixty-five percent expressed great or some interest in the speech and drama courses they had taken. By contrast, only 39% of these English teachers could muster the same level of enthusiasm for traditional grammar. Clearly their college experiences have created a receptive audience for contact by speech communication.

The next question deals with the most efficient channel of communication. Increasing reluctance to leave teaching temporarily to return to full time study suggests that the profession will have to go to the teachers, rather than the other way around. In fact, the SCA Conference on Long-Range Goals and Priorities (the Airlie Conference) recommended that "the SCA should make available . . . consulting task forces to institutions seeking to establish or upgrade programs in speech communication."[8] Rather than going to each institution, it would be more efficient to send a representative to the annual state convention of teachers of English. This is close to an ideal setting as can be found. These meetings are heavily attended by opinion leaders in the schools. University personnel outside of the campus classroom faculty who attend these state meetings know that teachers come with a real hunger for new and better teaching strategies. There is neither time nor much receptivity for long discussions of policy in this setting; what is wanted is concise instruction about how to instruct more efficiently. The six-hour mini-course, with precisely stated performance objectives for participating teachers and spread over a day and a half, would accomplish much in improving instruction in secondary speech communication subjects and far more than any change we could make in our on-campus training programs for new teachers. With advance notice, representatives from commercial publishing houses often go to great lengths to bring, display, and discuss related textbooks in the display area between class sessions. Ethics require, of course, that at least two or more representatives be invited. By late Saturday afternoon, the practicing teacher can leave the state convention with new or improved teaching skills and even a knowledge of what textbooks to select from.

The strategy outlined here is identical in spirit to two other kinds of in-service training already practiced by members of SCA. The four regional institutes initiated this year are longer and more intensive, but they attract from a constituency already oriented to speech communication. The proposal above seeks to bring speech communication professionals into brief and productive contact with a constituency that identifies primarily with English. Members of SCA have also approached teachers of English on their own ground; recently

Wallace Bacon and Robert Breen presented a program on oral interpretation to the annual convention of the National Council of Teachers of English. In terms of dissemination efficiency, the state-level meetings collectively attract far more teachers and offer fewer programs to compete for the attention of those attending. The outreach to English has already begun; the question now is how to expedite it.

Implementation of an outreach program could be accomplished in the following way. First, let self-selection operate to determine who wants the responsibility. A letter or telephone call to the NCTE offices in Champaign-Urbana will provide a schedule of state meetings within driving or short-hop flying distance. Let the Educational Policies Board receive proposals initiated by members of SCA to provide these mini-courses. The proposal should include the attendance figures for the last state convention, a vita, and a list of performance objectives for participants in the mini-course, to be reviewed on the basis of their clarity, in much the same way that a divisional program committee selects papers for presentation at annual convention. In the proposal should also be an evaluation instrument to be filled out by participants and returned to the EPB (Several versions have been developed for mini-courses in SCA conventions.). Finally, let the EPB and the Finance Board authorize payment for mileage and over-night accommodations, if necessary.

What lies behind this proposal is the principle of constructive cooperation between speech communication and English. It is a short-range plan to accomplish short-range objectives, the immediate improvement of the teaching of secondary speech communication. Clearly there is a need for an interface between the two professions. For example, only 1% of the members of the National Council of Teachers of English subscribe to The Speech Teacher. Communication among the practicing teachers of speech communication must be established before cooperation can begin.

Longer range objectives can be accomplished by constructive cooperation at the college and university level, both internally, within different departments of speech communication and externally, with departments of English. Cooperative graduate programs can be designed that will attract practicing teachers and return them to the public schools with both an advanced degree and the skills and knowledge that reflect the many skills of speech communication. Cooperative programs will require a genuine commitment to excellence for the secondary curriculum, for higher education has many countervailing precedents and forces, such as competition for graduate enrollments, the tendency toward strict specialization at the graduate level, a tradition of restricting practical courses to the undergraduate levle, and the territorial instinct. Let these cooperative degree programs reflect both the strengths of cooperating departments and perceived regional needs as expressed through secondary language-arts curriculum planners and teachers, for these, in the final analysis, are the change agents. They should be listened to attentively. An interface between secondary and higher education, coupled with an active commitment to constructive cooperation among departments in higher education will promote continuing articulation between the speech communication disciplines and practicing secondary teachers.

Changes in the preparation and certification of new teachers now is a long-range strategy whose impact will not be felt for a decade or more. The Airlie Conference has already issued a strong recommendation to the Educational Policies Board for national guidelines for secondary certification in speech communication. This is a first step. A second one is to eliminate, state by state, cut-rate certification in speech so that only majors in speech communication can earn the certificate. This is political action that demands patience and time -- time to appear before legislative sub-committees, committees and hearings conducted by state credentialing agencies. Much potential resistance can be eliminated by interdepartmental dialogue on campus, since other disciplines, notably English, have a vested interest in the status quo. A third step in assuming proper training for secondary teachers of speech communication can come about only by persistent persuasion. It was established earlier that much of innovation in speech communication has been absorved into the English curriculum by a fiat of definition. Respect for disciplinary domains will come about only after planned and organized interaction among university faculties and thier opposite numbers in the secondary school and face-to-face interaction in the proposed mini-courses with secondary teachers of English at state conferences. Thus the short - and intermediate-range proposals here directly contribute to long-range goals as well.

Central to these proposals are the reorganized, differentiated departments of speech communication. With their increased specialization, they are in a better position than ever to speak precisely to the felt academic needs of the secondary language-arts teacher, however labeled or certified. There is much talking to be done to identify the sub-specialties that are far enough developed beyond theory to be applicable in the secondary school. They also stand on a potential meeting ground for practicing teachers of English and English faculties in higher education. The initiative is in our hands.

* * * * *

FOOTNOTES

1. From Thomas E. Coulton, "Trends in Speech Education in American Colleges," unpublished Ph.D. dissertation, NYU, 1935, reported in Donald K. Smith, "Origin and Development of Departments of Speech," in Karl R. Wallace, ed., History of Speech Education in America, Appleton-Century Crofts (New York), 1954.
2. "Teacher Supply and Demand in Public Schools," Research Report 1972-R8, National Education Association(Washington, D.C.), 1972.
3. "Teacher Supply and Demand."
4. "Teacher Supply and Demand."
5. "Teacher Supply and Demand."
6. James R. Squire and Roger K. Applebee, High School English Instruction Today, Appleton-Century Crofts (New York, 1968.
7. George Hillocks, Jr., Alternatives in English: A Critical Appraisal of Elective Programs, National Council of Teachers of English(Urbana), 1972
8. SPECTRA, IX (April, 1973), p. 9.

# THE COMMUNICATION PROFESSIONS, SCHOOLS OF COMMUNICATION AND TEACHER PREPARATION

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At the University of Texas, I am involved in a moderately successful structural unit which calls itself a "School of Communication." In order to live up to the assigned title of this paper, I will focus upon the effects upon teacher preparation of life in a School of Communication. I must begin, however, by asking some questions which seem prerequisite to such consideration. These questions are:

1. What is the nature of the field of speech communication, anyhow?
2. What are our secondary school teachers doing?
3. What should they be doing if we had our way?

I submit that the major cause of many difficulties which we discuss here today is our lack of assurance about what we are or stand for as a discipline, whatever a discipline should be. I further hypothesize that a state of assurance about one's identity is probably like love, relaxation and euphoria in that it is not likely to be attained by seeking it directly. (Parenthetically, one effect of a School of Communication structure is greater recognition from students and the public, which leads at least to a perception that whatever we stand for is worthwhile.)

On a low level of theory, speech communication today is less often regarded as strictly the study and practice of public oratory and more widely regarded as a study of many forms of interpersonal and public interaction. This is a pretty fuzzy definition, and its fuzziness is reflected by visions of what a secondary teacher of speech communication does.

Let me engage in stereotypes. One stereotypical vision of the speech communication teacher is a person who is primarily interested in public address and performance. Such a teacher teaches classroom-stand-up-and-talk-five-minute-oratory, coaches the debate squad, directs the school play, and sets up extracurricular tournaments in everything from declamation to extemporaneous speaking.

At one time this may have been a relevant and productive focus. In many cases, it is no longer productive today. Particularly, the emphasis upon extracurricular activities is criticized in the proceedings of the Airlie Conference:

> The formal classroom speech communication curriculum should be the focal point of instruction in secondary schools. Forensics, debate, and theatre should be considered extra-curricular workshops and not ends in themselves. (Recommendation E-8, I-B)

But this vision of speech communication teaching is still very much with us. In fact, one problem we face as we try to bring change in our teacher preparation program is that the average secondary principal in Spring Branch, Texas (to coin another stereotype) still is looking for a speech communication teacher to fit this mold. Several times per year, I hear the complaining: "But you have to prepare them for jobs that are there!" Also, students from such programs are a fair

percentage of our majors, which makes change difficult.

The vision of secondary speech communication teacher which we are presently promoting at the University of Texas is sort of loosely defined as a language arts and interpersonal communication specialist. We are experiencing limited success in trying to sell this innovation around the state. The vagueness in our definition is probably a national phenomenon.

The Airlie Report states that the Education Policies Board should appoint a committee to develop an Interpersonal Communication Instruction package for speech communication teachers from K-12. (Recommendation E-1, I-A) And further that "SCA should develop an all-inclusive communication package, K-12." (Recommendation E-19, I-A)

These two statements serve as fair indicators of how little we know about the proper new role for speech communication teachers. We do seem to know that whatever we do, we want to be good at it: Airlie conferees voiced (E-3; I-A) a demand for minimum certification standards for speech communication secondary teachers, but gave no hint as to what the standards should consist of. (This is a fair place for two asides: First, when we do design certification standards, I hope they will represent what a candidate can do, not simply what courses he has enrolled in. Let us not replay problems of ASHA's certification system. Second, we give much thought to secondary certification, but little to a) elementary certification, b) preschool certification for communication development teachers, c) certifying of business communication majors for consulting work, d) other occupational categories we might wish to develop.)

One persistant suggestion is to make our speech communication classroom very much like what English Departments talk about under the all-inclusive term "language arts:" Recommendation E-15; II-B states "SCA should lobby for speech components within the English language arts curriculum requirement." This recommendation seems akin to buying a ticket on the Titanic because there is a big crowd at the ticket window. I am generally in favor of interdisciplinary cooperation, and agree that speech communication teachers have at least as much to say about the so-called "language arts" as English teachers do, but it is more productive for us to sell our wares independently than to beg for the thirty minutes between tree-diagramming and the reading of Julius Caesar. (Another aside: One by-product of this movement for recognition within language arts is that I talk to many speech communication teachers who fear that language arts are an English plot to re-ingest speech and do them out of a job.)

All of which brings us back to the question: What do we have to offer as a field anyhow? As one form of offering an answer to my "identity-crisis" questions, I turn, as I promised to do, to the administrative concept "School of Communication" as practiced in Austin. I recently discussed this concept with the Dean of our School, Wayne Danielson. He stated that Schools of Communication are "more a center of interest than a discipline." He was noting that there have been large enrollment increases in our school during past years which he attributed less to the academic work of the faculty than to student interest in the generalized, nonspecific concept of communication.

Which leads me to think: What's a discipline worth anyhow? What does it do? Most everyone whose judgment I respect thinks that most distinctions between disciplines are fairly inane. My friends in rhetorical studies have more in common academically with colleagues in history, government, English and philosophy than with many of their communication colleagues. My friends in communication behavior have more in common with psychology, sociology and business. I teach a course in human communication development which is quite similar to courses on our campus in anthropology, sociology, education, English, folklore, psychology, and linguistics. I sometimes think: Take the ten or so professionals who teach those courses and you'd have a fantastic department of communication development! But I find that an absurd notion. Why?

First, because departments and colleges are fundamentally political entities. Second, because behavioral science is still young enough to value diversity. Gerald Holton, describes a similar situation in early physical sciences:

> In the journals of the seventeenth and eighteenth centuries, we can find, side by side, what we would now consider very heterogenious material - descriptions of violent thunderstorms, statistics and speculations on the causes of death in a certain village...observations on the propagation of light, on the growth of types of reptiles, on the origin of the world. The heterogeneity speaks of a marvelous and colorful efflorescence of interests and of unconscious exuberance..."[1]

I take this to be the same kind of incongruent complementarity of interest which makes our school of communication strong and attracts new converts. That's why it does not much matter what departments comprise a school of communication. So far these results have accrued:

1. A school of communication brings increased visibility and recognition on a college campus, and across a geographical region, and as one outgrowth of such visibility, we are just about to move our school into an expensive new building. Our school also has strong alumni support in mass media circles. Another outgrowth more related to our considerations here is a new English-Communication major being offered to secondary teachers. Rather than our having to lobby to included in the "language arts," English and the Texas Education Agency asked us for input into such programs - a small but significant improvement. There will probably come a day when literature and grammar studies will seek a place in communication curricula.

2. There is a feeling among students and faculty that ours is a "professional" school - as opposed to a liberal-arts curriculum. Students perceive that they are preparing for careers in the media, teaching, and therapy. This illusion is probably as important as any professionalizing of the curriculum we could devise.

3. Since administrative divisions are largely political, I could be remiss in not pointing out the purely political advantages we enjoy in a school

of communication. Since our dean reports directly to central administration, we are more powerful than departments lost in large Arts and Science colleges. Further, the comparatively small faculty in our school allows direct close interaction with our dean, giving an individual faculty member and his ideas access to power centers. It has even been my luck to team-teach a course with the dean of our school. Finally, this kind of structure recognizes achievement while providing a comfortable climate conducive to innovation. This is very important when you are trying to sell school principals in Big Spring on your concept of a secondary speech communication teacher.

In conclusion, the evidence in the forgoing indicates to me that SCA should promote an "ecumenical" spirit of communication studies, including the concept of schools of communication. Under such circumstances, the following measures, which I advocate, become more likely:

1. A broad but conceptually-oriented and updated vision of our discipline as a "process discipline, unbound by specific methods or models, with consistent focus on applied, professional skills.

2. Persuasive campaigns to diffuse this vision through SCA official organs and through directed communication to all teachers and administrators working in related areas.

3. Persuasive campaigns to diffuse this vision to our teacher trainers, student teacher supervisors, and to professors in schools of education.

4. Simultaneous implementation of this vision in all our academic programs. Thus, newly-trained teachers will be sent to newly-defined jobs.

5. Establishment of meaningful certification standards for speech communication secondary teachers and for a host of other communication-related occupations.

6. Encouragement of SCA to unite with ICA and other communication organizations to add to the image of "comm/unity" - which will attract further attention, vision and respect.

FOOTNOTE

[1] Gerald Holton, "The Thematic Component in Scientific Thought," The Graduate Journal, vol. ix (1973) supplement, pp. 29-30.

# DESCRIPTIONS OF CURRENT TEACHER PREPARATION MODELS AND POSSIBLE NEW MODELS FOR COMMUICATION EDUCATION

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In the book of Genesis, we are told about a time when "the whole earth was one language, and one speech." The pride of such a people eventually found expression in their building the tower of Babel, in the belief that they might be able to reach heaven. For being so presumptuous, God confounded their language and "scattered them abroad," thereby affording more than a lesson in what happens to those who act with Godlike pretensions. According to Einar Haugen, basically the same story occurs in the literature of other cultures; its popularity is attributed to the fact that

> it answered the question thoughtful men and women must have asked everywhere: why is it that all men have languages, but all so different? In the multilingual Near East the natural answer was: the diversity was a curse laid upon men for their sinful pride.[1]

The story applied to thses deliberations inasmuch as the "field" surely succumbs to the "curse of diversity" -- at least in terms of how we cope with it. All too often our response perpetuates diversity while ignoring commonality. A recognition of this problem is acknowledged in the Airlie Conference statement concerning long range goals. After noting that the divisions within the association mirror academic departmental structure and that such fractionalizing of knowledge is "artifical," they concluded"

> Oen negative consequence of the failure to recognize the organic nature of human communication has been the proliferation of professional and scholarly organizations concerned with different segments of the study of human communication. As a consequence, teaching and research in human communication lack coordination, cohesion, and unity.[2]

A similar "lack of coordination, cohesion, and unity" is reflected in most of the state certification standards and in the undergraduate teacher preparation programs.

A survey of the current certification standards, for example, yields the following general situation: 1) eleven states subscribe to the guidelines set forth by NASDTEC in 1971;[3] 2) ten states, including the District of Columbia, incoporate speech within (or as an option to) the certification requirements for English;[4] 3) twenty-one states have their own requirements, usually including a mixture of speech and drama, with the credit requirements varying from 15 to 30, or more; 4) of the remaining nine states, two leave the question of standards up to the degree granting institution, two are in the process of revision, one did not reply, and three do not fit comfortably into any of the above generalizations: Oregon, Pennsylvania, and Washington.[5] In addition, the states of Ohio and North Carolina deserve special attention, because recent revisions distinguish their standards from the others, if only because of the language employed.

With the exception of those states specifically mentioned, this summary reveals a lack of "coordination." More importantly, the course work or areas identified reflect a lack of coherence, for they do not attempt to provide or assure the prospective teacher with an understanding of what is common to all the areas. Indeed, there is a basis within tradition which suggests that such distinctions ought to be made, so as to appreciate the separateness of each area. An examination of individual curricular programs provides a better basis for illustrating this point.

Although the offerings available in Wisconsin may not be representative, they certainly reflect some of the more typical means by which college programs have approached diversity within the field. Of the twenty-four colleges in Wisconsin which have a speech program approved by the Department of Public Instruction, the typical route is to present a smattering of course work in public speaking, rhetoric-public address-criticism, and drama.[6] In addition, some require course work in mass communication (often allowing electives in particular areas) and course work derived from an application of the literature of the social sciences to the study of communication. These two general approaches (or various combinations of them) constitute the "current trends" in communication education.

The central question which emerges from them concerns the direction they provide for the future. Any "new model," I submit, must come to grips with the commonalities of our diversity. For the most part, the current programs do not achieve such an integration. To do so we must first postulate those concepts common to any communicative act. At the same time we must develop a terminology to which there is sufficient agreement that we can advance those understandings which we deem important enought to be required in a certification program. That direction may sound ominous -- it is. However, it is my conviction that until we dedicate ourselves to that task, we will be perpetually confronted with the "curse of diversity" and we will ignore the full potential that this discipline could offer to public education.

## FOOTNOTES

[1]Einer Haugen, "The Curse of Babel," Daedalus, Vol. 102(Summer, 1973), p. 47.

[2]"The SCA Conference on Long-Range Goals and Priorities, Spectra, IX (April, 1973), p. 13.

[3]Standards for State Approval of Teacher Education (NASDTEC, 1971), p. 66.

[4]Ibid., p. 38.

[5]William C. Davidson, " A Summary of State Certification Standards in Speech, Communication, Speech Communication, and Speech and Drama," unpublished manuscript.

[6]William C. Davidson, "Curricular Offerings of Wisconsin Colleges with Certification Programs in Speech, Drama, English, and Journalism, 1973, unpublished manuscript.

A Summary of State Certification Standards in Speech, Communication, Speech Communication, and Speech and Drama

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ALABAMA: an institution having membership in or approved by the National Council for Accreditation of Teacher Education; a curriculum approved by the State Board; speech is an approved subject for major and minor certification; class B - 24 credit major, 18 credit minor; class A and AA amount to more credits and graduate work.

ALASKA: NASDTEC

ARIZONA: certification requires qualification for a major in a subject commonly taught in the public high schools of Arizona; a major equals 30 credits.

ARKANSAS: Speech, 24 credits, divided equally (6 credits in each) among: 1) development of competency and understanding in oral communication, rhetoric and public address, group processes and oral interpretation; 2) preparation in directing speech and drama programs which must include both theatre arts and forensics; 3) preparation in speech improvement which must include phonetics and speech pathology; 4) electives.

CALIFORNIA: institutions define the makeup of their own majors with approval being dependent upon the knowledge, understanding, and skills needed by the teacher to teach particular subjects in the public schools.

COLORADO: evidently certification in speech; no official guidelines. "We use whatever is available fron the SCA, NETA, NASDTEC, and the vast experience of the members of our Commission."

CONNECTICUT: secondary English includes speech and drama; no separate certification. Nothing in mass communication, other than journalism.

DELAWARE: NASDTEC

D.C.: no certification in communication arts, speech, or drama. They are included under the general certificate in English.

FLORIDA: Speech: 12 credits in English and 18 in speech including: fundamentals of speech, discussion or debate, dramatics or oral interpretation, and phonetics.

GEORGIA: 30 semester hours (45 quarter hours) selected from the following areas: General speech (fundamentals, public speaking, phonetics, parliamentary procedure, oral communication, speech correction); drama and theatre(play production, acting, technical production, history of the theatre, play directing); disucssion and debate; and oral interpretation

HAWAII: guidelines under investigation and development; speech is a certifiable subject, requiring 30 semester hours, 6 of which may be in English.

IDAHO: Speech and Drama: 6 credits in each; or, 15 separately.

ILLINOIS: Speech and Theatre Arts: 24 hours in speech and 12 hours in theatre arts, or 24 in theatre arts and 12 in speech (the additional 12 equals concentration). Concentration in speech must include: 18 hours in the theory and performance of public address and communications, 1 course in oral interpretation, 1 course in radio, television, or film, 1 course in teaching methods.

INDIANA: Speech; 24 credit minor; 40 credit major; course work is specified and includes work in public speaking, discussion, debate, dramatics and oral interpretation, radio and/or television, speech science and correction, electives from one of the three "areas," and electives in English or Advanced Social Studies.

IOWA: NASDTEC., 1971.

KANSAS: English: 36 credits; journalism: 12; speech and theatre arts: 15 (in such course as: public speaking, theatre, discussion and debate, oral interpretation, and voice and diction). Journalism includes: basic journalism, photography, survey of mass communication, reporting, and school publications.

KENTUCKY: NASDTEC

LOUISIANA: in process of revision. Currently, no field specific criteria, although the standards for accrediting speak of a curriculum meeting "professional" standards.

MAINE: no data

MARYLAND: NASDTEC, 1971

MASSACHUSETTS: English, NASDTEC, 1968 (#351)

MICHIGAN: institutionally defined upon approval of State Board

MINNESOTA: the Speech-Theatre Arts major, must complete 30 semester hours in 1 of 3 ways: 1) a speech-theatre arts major (18 semester hours, introductory; 12 advanced). 2) all in speech; 3) all in theatre. See their handbook, pp. 33-35.

MISSISSIPPI: Speech, 24 semester hours, 6 may be in English, the remainder to include: speech fundamentals, public speaking, oral interpretation, dramatics, and 12 hours of electives.

MISSOURI: SPEECH AND DRAMATICS, at the secondary level to consist of: 8 credits of composition, rhetoric and grammar, 18 credits in speech and dramatics, 4 elective English and Speech credit.

MONTANA: currently under review. For speech: 15 quarter hours, if also endorsed in English, Speech-drama, or Dramatics.

NEBRASKA: Speech: speech fundamentals and public speaking; dramatic production and the oral reading of literature; principles of voice improvement including a study of phonetics, principles and techniques of discussion, argumentation, and debate; radio and/or television broadcasting or production; conduct or co-curricular speech activities in debate, discussion, speech contest and festivals, theatre, and radio and television production.

NEVADA: Speech, major equals 24 credits, minor 16; or, comprehensive field (English=Speech or Speech-Drama) a major consists of 36 credits, a minor of 24.

NEW HAMPSHIRE: NASDTEC

NEW JERSEY: NASDTEC, 1971 (subject certification for all grades)

NEW MEXICO: two programs fulfill accreditation in speech: 1) 24 credits in the Language Arts area (English, Speech, Drama, Reading, or Journalism), with at least 10 in speech and/or drama; 2) 24 credits in speech and/or drama.

NEW YORK: no certification in speech, except as a part of English and that's not specified.

NORTH CAROLINA: Speech Communication, the following guidelines are set forth: 1) the program should provide a knowledge of and skill in the traditional performance areas of speech; 2) program should introduce the student to the area of interpersonal communication theory; 3) the program should introduce the student to the basic problems of speech and the theory of speech correction; 4) the program should introduce the student to basic knowledge of the theatre arts; 5) the program should establish an awareness of general school activity and the part that speech communications can play in enlarging learning throughout the school spectrum; 6) the program should include sufficient preparation for the later pursuit of graduate work in one or more of the specialized fields within speech communications; the program should develop the capacity and the disposition for continued learning in the field of speech.

NORTH DAKOTA: not legally authorized to set standards, but must accept the requirements of any NCATE approved college program.'

OHIO: Communications, comprehensive, 60 semester hours, 27 credits in English, 18 in speech and drama, or vice versa; 9 in journalism, 6 reading.

OKLAHOMA: Speech, a minimum of 18 credits, no other specifications.

OREGON: Effective 1974, speech will be deleted as separate certification. To teach speech, the teacher must have completed 27 quarter hours in the basic language arts norm (literature, communication: written, oral (speech, film, television, or drama), and language study (general and cultural linguistics); 15 quarter hours in speech including discussion techniques, oral interpretation, argumentative speech, and forensics.

PENNSYLVANIA: Communication. Fulfillment of the following standards:

I.

1. understanding of the nature and functions of the communication process.
2. understanding of the processes of language learning and the development of language and communication skills.
3. understanding of the historical development and present characteristics of the English language.
4. understanding and appreciation of representative and appropriate works from a variety of literatures.
5. ability to listen, observe and speak effectively, in informal and formal situations.
6. ability to read critically and write effectively for varying purposes.
7. ability to teach others to listen, observe, speak, read and write effectively for different purposes under varying circumstances.
8. ability to assist students in integrating their communication skills and concepts with varieties of aesthetic experiences.

II.

a specifically designed program in one or more of the following areas: linguistic science, speech, literature, writing, theatre or non-print media. (note letter)

RHODE ISLAND: NASDTEC

SOUTH CAROLINA: Speech and Drama: 18 credits, including: speech fundamentals, public speaking, acting, dramatic production, dramatic literature or history, and one elective.

SOUTH DAKOTA: NASDTEC, #351, 1968. No speech program per se.

TENNESSEE: Speech: a minimum of 21 quarter hours in speech to include such courses as Fundamentals of Public Speaking, Oral Interpretation, Debate, Discussion, and Drama. Applicants offering 36 quarter hours in English and 18 quarter hours in speech may be certified in both.

TEXAS: institutionally defined (state approved); preparation to teach 2 subjects, 24 credits in each (including 12 credits of advanced work in each subject). The 48 hours in speech may include drama, but must include at least 24 credits in speech.

UTAH: NASDTEC, 1971

VERMONT: English; speech is incorporated into certification requirements for English; selected areas of emphasis in English may include (hours not specified): journalism, dramatics, debate and forensics, media.

VIRGINIA: Speech (12 credits, public speaking): English and Speech, 36 credits, 6 in speech.

WASHINGTON: Three types of certificates: teacher, administrator, educational staff associate. Endorsement is based on specialized competence, and that is determined by the consortium. These guidelines provide a framework within which trends and changes can be more readily incorporated into preparation programs. They encourage broad participation, honor the open-system concept, and decentralize responsibility and accountability for preparation and the outcomes of preparation.

WEST VIRGINIA: Speech: 24 semester hours, including: speech science, public address, oral interpretation, speech correction, dramatics, and 3 credits of electives. Or, a combined program in English, 50 hours, 15 in speech; 5 in journalism.

WISCONSIN: NASDTEC, 1971

WYOMING: Speech, 30 hours of English, 18 in speech and dramatic arts.

National Association of State Directors of Teacher Education and Certification (NASDTEC, 1971)

SPEECH

1. The program shall provide for competencies in the areas of speech fundamentals, public address, oral interpretation, dramatics, and simple speech problems.
2. The program shall provide for the development of personal proficiency in oral communication.
3. The program shall include experience with dialects and other regionalisms, regarding their origin, development, and place in contemporary culture.

National Association of State Directors of Teacher Education and Certification (NASDTEC, 1971)

ENGLISH. The following standards pertain to college programs for preparing English teachers.

STANDARD I The program shall include study in the various means of communication such as speaking, listening, reading and writing.

STANDARD II The program shall provide a fundamental knowledge of the historical development and present character of the English language: phonology (phonetics and phonemics), morphology, syntax, vocabulary (etymology and semantics), and metalinguistics (relations or language and society - for example, usage).

STANDARD III The program shall develop a reading background of major works from literature; emphasis on English and American literature; familiarity with outstanding non-English works in English translation; contemporary literature; literature appropriate for adolescents.

STANDARD IV The program shall include opportunities for the prospective teacher to have experience in the teaching of reading, journalism, dramatics, forensics, radio, television and film study and production.

# DESCRIPTIONS OF CURRENT TEACHER PREPARATION MODELS AND POSSIBLE NEW MODELS FOR COMMUNICATION EDUCATION

Sharon A. Ratliffe
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During the past decade, the focus of our discipline has deepened and broadened and changes in our field have emerged in the literature related to speech communication in the secondary school published in the past five years. As a profession, we have articulated a new depth of self-understanding by emphasizing the concept of process as the foundation of our discipline and by placing an increased emphasis on a receiver-orientation to speech communication. Recent methods textbooks written for use in preparing secondary school communication teachers incorporate these changes in varying degrees (Allen and Willmington, 1972; Braden, 1972, Brooks and Friedrich, 1973; Galvin and Book, 1972; Reid, 1972). The change in the very essence of what we are has been accompanied by a broadening of focus from an emphasis primarily on public speech to include emphases on the private moments when we communicate with ourselves (intrapersonal communication), when we communication with another and in small groups (interpersonal communication), and when we communicate in the large group and to the masses through formal public meetings, theatre, and radio, television, film (public communication). In addition to methods textbooks, texts designed for student use in the secondary school speech communication classroom reflect the intrapersonal-interpersonal-public communication continuum (Allen et al., 1968, Nadeau, 1972; Ratliffe and Herman, 1972). State and professional association curriculum guides (e.g. Florida, Hawaii, Illinois, Nebraska, Michigan and Washington) as well as journal articles (e.g., Anderson and Anderson, 1972; Braden, 1970; Buys et al., 1968) add to the literature focusing on secondary school speech communication that incorporates the changing focus of our discipline (Ratliffe, 1972).

Unfortunately, especially in light of our task at the conference, the literature in our field does not appear to include reports of current, comprehensive studies (1) of what speech communication is actually taught in the public and private secondary schools of our fifty states; (2) of existing teacher preparation curricula in the college and university speech communication departments throughout the country that prepare secondary school speech communication teachers; (3) of the certification standards and the degree to which they are enforced in each of the fifty states; and (4) of the job descriptions of those secondary school teaching and administrative positions -- not necessarily only speech communication positions -- filled by persons who hold a major, minor, and/or graduate degree in speech communication. So it is with only a partial picture at best (Brooks, 1969) that we set out in the true spirit of process to specify recommendations that will help our field determine the roles and preparation of future secondary school communication teachers that will be consonant with the essence of our changing discipline. To provide input for our deliberations, I will (1) discuss current teacher preparation models, (2) specifically suggest what appear to me to be essential components of future teacher preparation models for communication teachers, and (3) make three specific recommendations.

## Current Teacher Preparation Models

The primary generating force for teacher preparation models for secondary school speech communication teachers is the college or university speech communication department with the departmental model articulated within the rubric of the respective college or university's school of education model designed for training all secondary school teachers. The typical model includes (1) a major or minor in speech communication, (2) a methods course offered within the speech communication department, and (3) the student teaching experience accompanied by educational theory and practicum courses usually designed and taught by faculty in the school of education. The degree of input by speech communication faculty during the student teaching contact varies widely from no participation at all to regular contact during the sequence of education courses.

The methods course taught within the speech communication department is often primarily theoretical in focus, is usually taken by teacher-trainees in their junior or senior year immediately prior to the student teaching experience, and may be the only professional course regularly offered by the speech communication department designed specifically for prospective teachers. In some cases, prior to the student teaching experience, competent high school teachers are invited to campus to teach or share in the teaching of the methods course or to conduct seminars for prospective teachers (e.g., Caruso, 1972) for the purpose of supplementing the teaching of the college of university faculty member responsible for training teachers but who may have no recent high school teaching experience. Perhaps less frequently, teachers of the methods course may teach high school speech communication courses. However, in my experience, it is rare for the teacher-trainee to be regularly and systematically placed in a variety of high school classroom experiences prior to the student teaching experience.

Our current teacher preparation models are subject to both student and faculty criticism. We hear that the student teaching experience, frequently the only experiential component of the teacher preparation model, lacks reality; that methods teachers have little or no practical teaching experience in the high school classroom; that preparation to teach the culturally disadvantaged and low achieving students is unrealistic; that the speech methods, resources, and curricula recommended in the university methods course are not clearly articulated into the actual total high school curriculum (Applebaum and Applebaum, 1971; Moseley, 1971).

In addition to the literature in our field related to secondary school speech communication and the nature of teaching positions in the secondary school, the design of teacher preparation models in college and university speech communication departments is influenced to some extent by state certification codes and professional standards recommended by our professional associations. While these influences are closely linked to competency-based teacher preparation, the subject of another session at this conference, it seems appropriate to recognize them here.

State certification codes provide minimum standards below which any teacher supposedly would be considered incompetent to teach. In a recent survey of the

thirteen state departments of education in the region of the Central States Speech Association (Ratliffe, 1973), it was found that all thirteen states identify a minimum number of credit hours as the subject matter requirement with some states (e.g., Indiana) identifying specific areas such as public speaking, discussion and debate, dramatics and oral interpretation, radio and television, and speech sciences and correction in which definite numbers of credit hours must be taken. Other states (e.g., Michigan) simply state the number of total hours required in speech. Some states (e.g., Minnesota) identify separate certification tracks for speech and for theatre. In addition to the content area requirements, the supervised student teaching sequence is uniformly required along with whatever additional education courses are included by the specific university or college approved by a state board of education to offer a degree in teacher education. In general, state certification codes promote current college and university teacher preparation models by promoting the concept that enrolling in a series of courses is a viable index of teaching competency in the various content fields.

The standards recommended by professional associations are typically more demanding than state certification codes. The 1963 SAA Principles and Standards for Certification of Secondary School Speech Teachers describes the competent speech teacher as one who understands the various aspects of speech, is able to execute curricular and co-curricular duties, and is able to demonstrate personal proficiency in oral and written communication, a functional knowledge of the discipline, and effective classroom management (SAA Subcommittee on Curricula and Certification, 1963). However, once again, the implication is that completing courses is a viable index of competency in teaching speech communication, for the 1963 SAA recommended teacher preparation model includes the completion of at least eighteen semester hours in speech in an accredited college or university plus a methods course in speech and the supervise student teaching experience.

Similarly, the more recent SCA standards which were adopted by SCA and recommended for implementation in September, 1972, propose that the teacher of speech courses have a major in speech, complete a master's degree in the first five years of teaching, and be certified to teach only those courses in which he has academic preparation. Separate standards for the director of speech activities recommend at least a minor in speech and certification to direct only those activities in which he has had academic preparation and practical experience. Once again, it seems to me, we have perpetuated the concept that "because a prospective teacher has had an academic course or practical experience in public speaking, acting, reading aloud, etc., he is intellectually and emotionally prepared to teach it to others."

Last year, at the SCA Summer Conference, you may recall that in discussing speech communication and career education, Cornelius Butler, Deputy Commissioner for the US Office of Education, stated that "...education has the responsibility for placing students into contexts that are not antecendents. In other words, education is not an anticipatory process." He added, "The student must develop stronger feelings that he is controlling his own destiny." Current teacher preparation models are probably guilty of anticipatory education since by and

large they are designed so that students are placed into contexts that are antecedents and to the degree that this is true, students probably experience a limited sense of control over their own destiny. Dr. Aubrey Moseley, a teacher in the public schools and in the Department of Education at Middle Tennessee State University, identified as a major problem a discrepancy between the role of the teacher as identified in the public schools and as defined in teacher training institutions. Dr. Moseley reported that some school superintendents retrain most of their first year teachers before they can teach in the school system (Moseley, 1971). Such retraining was a major goal of the superintendent of education in Kalamazoo, Michigan last year.

In sum, the simplistic, basically non-experiential major, minor, credit hour accumulation syndrome that is at the heart of our current teacher preparation models does not live up to the experiential, process nature of our discipline.

## Possible New Models for Communication Education

Being given the opportunity to be critical of present conditions carries with it the obligation to suggest positive alternatives for the immediate future. I will attempt to do so by identifying, in my opinion, what should become essential characteristics of our future teacher preparation models. It seems to me that one of the strengths of our professional standards and the state codes has been the flexibility of allowing colleges and universities to develop programs appropriate to their life style and to the student population and geographical region they serve. The essence of future models will probably be a focus upon competencies -- not necessarily courses -- essential to the teaching of communication combined with the flexibility of individualized plans of course work and experience for teacher-trainees that cover a period of time to be terminated when the competencies are achieved. Future models may bring the demise of the major and minor as primary indices of "what it takes" to prepare and to become an effective communication teacher.

According to Brooks and Friedrich, a good teacher is "...one who so manages the educational process under his charge that the result is efficient and significant learning -- change in behavior -- by the students."[1] The components of the instructional system include each student's capabilities, course objectives, instructional strategies, and the evaluation and measurement of progress. The management of this system, we would agree, is the responsibility of the teacher and in large measure depends on that teacher-student relationship. Teacher preparation models of the past have relegated the primary element in the system, experience with the high school student in the high school classroom, to the final year of the prospective teacher's preparation. Viable future models must include a shift of the student teaching experience from the periphery to the core of the teacher preparation model so that early and frequent experience in secondary school classrooms is provided to teacher-trainees. One educator predicts that the prospective teacher -- not necessarily of communication -- will move through a series of sequential experiential roles including teacher aide, participant observer assisting teacher, associate teacher, intern teacher, extern teacher, and career teacher (Robbins, 1971).

If this experiential component were to become the core of our future teacher preparation models, then at least three additional components would begin to emerge:

1. If we include as essential the regular participation of teacher-trainees in ther secondary school classroom, then it is necessary and implicit that the responsibility for designing teacher preparation models, currently assumed primarily by college and university faculty, be broadened to include equal input in the decision-making process by secondary school administrators and teachers. Professor Robbins, Dean of Professional Studies at Moorhead State College, Minnesota, predicts that "Under cooperative arrangements, qualified public school administrators and faculty members will become full partners in the program and process. They will assume full and equal status with their colleagues in higher education as teacher educators."[2]

2. Spreading the student teaching experience throughout the teacher preparation program implies either early commitment on the part of the student to the program or a willingness to remain in college as long as is necessary beyond the typical four year program to complete a sequence of courses and experiences designed to help him achieve stated competencies in teaching communication. Once teacher competencies for our field are identified, early contact with the teacher-trainee enables diagnosis of the trainees' competencies (e.g., attitudes, skills, content knowledge, and interests) so that a highly individualized program of courses and experiences might be designed to meet his needs. (Indeed, the student might discover early in his college career that he might not have either the interest or the competencies for teaching communication in the secondary school.)

3. Regular and varied experience in the secondary school classroom coupled with early contact with teacher-trainees would tend to eliminate the methods course as we know it and fuse the content of such a course into the total experiental segment of the model. The fusion of the methods and experiential components should result in more rigorous standards for college and university faculty members responsible for preparing communication teachers. This faculty should be competent in teaching communication at the secondary school level.

While it appears that there might be any number of combinations of teacher preparation models designed to effectively prepare competent communication teachers, these characteristics seem to me to be essential components of all models. It also follows, in my opinion, that an important role SCA might play is to publicly endorse as preferred teacher preparation institutions those schools whose teacher preparation models include and maintain these and possible other essential characteristics. In a period of a tight job market and falling college enrollments it would seem that such endorsement would be highly sought after by college and university speech communication departments who propose to prepare communication teachers for the secondary school. In describing a teacher preparation model involving components similar to those described here, Dean Robbins predicts that:

> Certification of teachers and state accreditation of teacher education programs will no longer be the sole prerogative of state legislatures and state boards and departments of education. The certification and accreditation process within the state will be a cooperative enterprise involving joint and legal collaboration of professional associations, teacher preparing institutions, local school organizations, and the state legal authorities.[3]

## Specific Recommendations

Based upon this analysis, I would like to propose three recommendations for your consideration:

1. That we recommend that Airlie Recommendation E-3 regarding minimum certification standards for teachers be focused on competency based standards not only for secondary school communication teachers but also for the college faculty who provide professional preparation for secondary school communication teachers.

2. That we recommend that Airlie Recommendation E-7 regarding the facilitation of exchanges of resident professors should explicitly be expanded to include the exploration of exchanges between K-12 teachers and university faculty responsible for preparing K-12 teachers.

3. That we recommend that the Educational Policies Board of SCA establish a committee whose task is to identify characteristics essential to teacher preparation models for communication teachers and then to solicit applications from college and university departments of speech and communication that incorporate those characteristics in their teacher preparation models. A reasonable number of these college and university programs should then be named as experimental communication teacher training centers sanctioned by the SCA. Funding should be sought and educators and researchers at these centers should begin (1) to identify the roles and test the competencies believed to be important in teaching communication in the secondary school; (2) to employ and evaluate a variety of secondary school teacher-college and university faculty-lay personnel-high school student-teacher trainee relationships; (3) to explore possible political-legal arrangements between SCA, colleges and universities, secondary schools, and state boards and departments of education for certifying secondary school communication teachers.

The procedure for identifying essential characteristics and selecting college and university departments that incorporate the characteristics has precedence in the procedure used for selecting the four speech communication departments that are currently conducting the inservice institutes for secondary school speech communication teachers co-sponsored by SCA.

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## FOOTNOTES

Sharon A. Ratliffe, Assistant Professor Communication Arts and Sciences, Western Michigan University (Ph.D. Wayne State University, 1972).

FOOTNOTES (cont.)

[1]William D. Brooks and Gustav W. Friedrich, Teaching Speech Communication in the Secondary School (Boston; Houghton Mifflin Company, 1973), p. 9.

[2]Glaydon D. Robbins, "New Preparation for Teachers," The Educational Forum, XXXVI (November, 1971), p.101.

[3]Ibid., p. 102.

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# PRACTICAL PROBLEMS ON THE STATE LEVEL IN TRANSACTIONS FROM OLD TO NEW TEACHER PREPARATION MODELS

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On January 1, 1972 the laws and regulations governing speech teacher education and certification in Ohio changed significantly. A new comprehensive field in Communication was added to the existing speech certification programs. Speech was raised from a minor preparatory teaching field to a major one. The suggested minimum distribution of speech course coverage replace the specified course-counting. And the speech certification criterion was organized by the nature of the field, rather than by the more traditional academic areas.

For almost three years members of the Speech Communication Association of Ohio met in small groups and in large, in harmony and in discord, in-house and with outside lay, educational and professional organizations. The purpose of all these efforts was to help "share the responsibility for evaluating and improving the quality of teacher education."[1]

The purpose of this paper is to share some of the ways the problems in the transaction from the old to the new teacher preparation model in Ohio were met. The concerns have been grouped into the areas of procedures, policies, and philosophy. Hopefully the ideas mentioned in these few pages will serve as a useful base for identifying problems, and suggesting solutions to certification questions nationally, regionally, and on the state level.

Although the concerns of philosophy, and policy are important issues in teacher preparation and certification the basic difficulties in upgrading speech standards in Ohio seemed to be procedural. Only incidentally were efforts made to provide input on the status of the speech teacher to the Ohio Department of Education. For example, from the early fifties until 1967 there were no planned efforts to make improvements in speech teacher education through certification through a representative speech organization.

The question of who is to do what, when, and in what way began in 1967 when the State Board of Education authorized the appointment of an Advisory Council, the Executive Committee of the Speech Communication Association of Ohio assigned speech certification duties to its Public School Cooperation Committee. These two bodies worked together to draw-up the general guidelines, and negotiated the speech certification standards.

The Advisory Council named to its membership individuals who represented higher education, public and nonpublic schools, and the general citizenry of Ohio. This committee met almost monthly for three years. The appointment of the Advisory Council helped not only with the information gathering and dissemination, but met the legal expectations as well. In Ohio the State Board of Education is directed by state law "...to adopt public regulations governing teacher certification in accordance with statutory administrative procedure;...include standards and courses of study for the preparation of teachers together with the standards, rules, and regulations set for each grade and type of certificate and for renewal and conditions thereof."[2]

During the early summer of 1967 the Advisory Council sponsored a Conference on Teacher Preparation. Representatives from Ohio colleges and universities, elementary-secondary schools, professional and educational organizations, and lay groups were invited to participate. Persons who attended this meeting in Columbus (the state speech organization was represented) were asked to encourage their specific interest groups to prepare written recommendations for improving teacher preparation generally, and specifically in their teaching area by late 1968. A follow-up conference was held almost a year later, April 27, 1968.

The SCAO responded to the Advisory Council invitation to participate in the teacher education and certification by naming the Public School Cooperation Committee (a standing committee) to wrestle with the problem. This Committee was assigned the duties of (1) studying existing state standards in speech and recommendations for standards by national and regional speech associations, (2) soliciting suggestions for certification from speech and theatre teachers at all levels of education, and (3) preparing a written proposal which would include minimum standards based on a rationale. This Committee was to report directly and monthly to the Executive Council of SCAO.[3]

The fact finding procedure began on April 29, 1968 when an open-ended questionnaire was sent to over 400 teachers of speech at both the elementary-secondary and the college levelswho were members of the SCAO. Teachers were asked to respond to the question, "What changes, if any, would you make in the preparation of Ohio teachers of speech?" A copy of existing standards was included for purposes of reference. Ten high school and ten college teachers of speech responded. Five teachers indicated that there should be no change, and fifteen thought standards should be changed in some way.[4]

Other fact finding procedures included a meeting with the State Directors of Speech in the state universities, and a Conference on Speech Certification. The Directors were asked for suggestions for certification at their May 1968 meeting. Higher standards were recommended. The prevailing opinion of the over 100 teachers of speech and theatre who attended the Kent State Conference was to upgrade speech standards.

The ideas about certification that had been suggested at the various meetings and conversations were given to the Chairman of the Public School Cooperation Committee, Charles V. Carlson, after the Fall Conference of the SCAO in 1968. The first draft of the proposal was written in October and a copy was sent the same month to each member of the Committee as well as the Executive Council. Each member of both groups read the proposal and returned suggestions for revision to the Chairman. A second draft was submitted to both groups in early November. Recommendations were finalized at the Executive Council meeting the same month, and the Chairman of the Committee was authorized to prepare and distribute the final copy.

Copies of The Ohio Speech Association Recommendations on Certification,[5] a fourteen page report, were sent to the Ohio Department of Certification during

the first week in December 1968. This Department had the responsibility for distributing copies of the recommendations to the appropriate groups and individuals, including members of the Advisory Council. Copies were also distributed from the Speech Communication Resource Center of the Ohio University to members of the Association who requested them.

The final procedure included a follow-through program. The Public School Cooperation Committee held private meetings with the Chairman of the Advisory Council, and the Director of Certification to review SCAO recommendations, answer questions, and get progress reports on other certification activities. These sessions were arranged about every six weeks from early in 1969 through May, 1970.

Final agreements were reached at the Advisory Council Open Hearings on May 12 and 13, 1970. The Public School Cooperation Committee was given a half hour on the second day to present the case for speech certification. Two college and one high school teacher represented the Association. The speech representatives gave special attention to the growth of speech as a field of study in recent years. Handout materials, including descriptions of courses offered by colleges and universities in Ohio were given to each Advisory Council Member. Research studies revealing the importance of speech, and its neglect were reviewed. The Council not only approved the recommendations but raised the minimum recommended hours from twenty-four to thirty.

On October 10, 1970 the Ohio Board of Education help open hearings on the recommendations of the Advisory Council. The Chairman of the Public School Cooperation Committee of SCAO was invited to speak in favor of the new guidelines at the Hearings. The Board passed unanimously the new certification package, which included speech.

Policies were another important consideration in Ohio certification. How could a teacher preparation program be designed that would meet a variety of needs, both individual and institutional? What is the best way to provide for competency? How should teacher preparation programs be approved? And how should standards be changed in the future?

Ohio elected to continue the three avenues of work to determine teacher competency. This program includes (1) courses in professional education, (2) courses in general education, and (3) courses in a teaching field or area. Professional education includes work in learning theory, educational philosophy, and curriculum. General education includes work in math and science, the English language, art and philosophy, social studies, and health and physical education. The teaching area or field includes concentrated study in one of the academic areas, such as speech.

The SCAO was interested in all three areas, and for different reasons. Since the area of professional education included the speech methods course, questions were raised about instructional competency at the college area. Should the methods course, such as speech methods, be considered general, and include

teachers from a variety of areas; or should it be a course for methods in one area only? Should the course be taught by a person experienced in secondary education? What was going to determine the topics covered in the course? The Advisory Council felt that these problems could best be handled by each institution developing its own guidelines, and then approve or reject these programs in negotiated meetings with the Department of Certification.

The course work in the second area, general education (both elementary and secondary) includes the area of English. Prospective teachers who are not concentrating in English would at least be exposed to what the area has to offer, and hopefully certain teacher deficiencies might be minimized through the study. Historically, the English Association of Ohio recommends the content area of study in this section. The SCAO held two meetings with the representatives of the English Association to review the recommendations. The guidelines suggest that English at the elementary level include the English language and linguistics, literature (including children's literature) and speech. No specific areas were recommended at the secondary level, although the general practice throughout the state is to have all teachers take at least one speech course, usually public speaking.

The third avenue is the teaching field (secondary) or teaching area(elementary). The purpose of this avenue is to continue, encourage, or develop in-depth study in one teaching field or area. First, choices of programs to meet both individual and societal needs were recommended. Two certificates are offered at the secondary level, and one for the elementary-secondary teacher. The Speech Specific Certificate was continued, and the Communication Comprehensive Certificate was developed. The teacher is approved to teach only speech with the first certificate, but may teach speech, English, Journalism, and Reading, separately or in combination with the second certificate. The first is a thirty semester hour program, and the latter is a sixty semester hour program.

The next policy consideration concerned the structure within the teaching field which would help in the question of competency. The Association recommended that course work be well distributed over three areas: (1) fundamental processes, (2) theory and history, and (3) forms of speech. Fundamental processes should include work in speech and electives in basic speech processes (physics of sound, listening, phonetics, semantics, and linguistics). Included in theory and history are two areas: communication media theory (communication, rhetorical, psychological, argumentation, and theatrical), and communication media history (public address, radio-television, and theatre). Forms of speech includes oral interpretation, public address (platform speaking, discussion, and debate) and theatre(acting, play direction and technical theatre).

Another policy consideration involved the proposal to have colleges and universities establish flexible and innovative approaches to teacher education, and to approve the program of each institution on an individual basis, but within the guidelines established as standards for the state. In Ohio, the over thirty institutions interested in teacher training differ in size, in curriculum,

in personnel, in the level of instruction, and in student interest and needs. For example, some speech departments include both speech and theatre, others do not. Some are performance oriented. Others are directed more toward public communication. No one plan was considered best.

The last policy dealt with the question of up-dating and revision. Historically, the process of certification was raised about once every ten years, and then all areas were reviewed at the same time. Teacher preparation, and certification is now an on-going process. Each area of teacher preparation and certification can be examined when necessary, and independently from the others.

The final topic conerns philosophy. Most participants involved in the teacher certification deliberations in Ohio seemed to believe that the quality of the teacher is the key to a good education. Curriculum and facilities were identified, but labeled as tools of teaching. The student was viewed as the learner in the educational process.

Most conferences were too large in number and/or too varied in interests to discuss the implications of such a philosophy. What are the teacher qualities, and which ones make a difference in instruction? Where does speech figure in whan quality is a consideration?

Most persons who worked on the Ohio teacher preparation model agreed that speech and teaching were related, but had difficulty conceptualizing speech beyond the lecture method. Speech tended to be equated with personality, and "that was formed early in life." Most persons not trained in the field of speech were unwilling to discuss such topics as "speech, sex roles, and teaching," or "speech and the teaching culture." Each interest group was given the responsibility of applying the general philosophy about teacher quality to its own area. The question of speech as an art and as a science indicates the problems within the field, and the difficulty of generating a single philosophy.

How does a speech teacher preparation program deal with the question of job opportunities? Has such a program of raising standards priced the speech teacher out of the job market? The answer is "not so far." A number of colleges and universities were already significantly above the state minimum, and speech students in these programs were able to work out dual certification. Achievement performance of these students ought to be considered normative. Secondly, speech is a significant subject, and ought to be offered in the high school curriculum as frequently as literature and math. Thirdly, the teacher preparation and certification programs should help make teachers feel like first class, not second class, citizens.

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## Footnotes

[1]Martin W. Essex, Laws and Regulations Governing Teacher Education and Certification, Ohio Department of Education, January 1, 1972, p. iii.

[2]Baldwin's Ohio School Law, Sixth Edition Banks-Baldwin, Cleveland, 1966, p. 604.

[3]Charles V. Carlson, "Certification Changes For The Prospective Speech Teacher in Ohio," The Ohio Speech Journal, Vol. 9, 1971, p. 21.

[4]"Preliminary Report: Reaction To The Question, What Changes Would You Make In The Speech Certificate In The State Of Ohio," Unpublished Document, Resource Center For Speech Communication, Ohio University, Athens, May 24, 1968, pp. 1-2.

[5]"The Ohio Speech Association Recommendations On Certification," Unpublished Document, Resource Center For Speech Communication, Ohio University, Athens, December 1, 1968.

# PROBLEMS OF TEACHER PREPARATION IN COMMUNICATION EDUCATION: A SECONDARY TEACHER'S VIEWPOINT

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My many thanks to the persons responsible for this summer conference and the opportunity to contribute my thoughts. Here in Chicago with its magnificant new skyline dominated by what is the world's tallest structure, let us strive to surpass that height in ideas that will enhance the future of speech communication.

If a worthwhile contribution blushes unseen and wastes its sweetness on the deserts of silence, everyone is poorer. Most of us likely have had the experience of engaging in stimulating conversation after the main discussion. We discover from that person a number of interesting observations and ideas.

Unfortunately, many teachers while being trained or while in the process of continuing education after certification, do not concern themselves with their preparation and take no part in the main discussion toward what should be implemented to reflect administrative reorganization of the discipline occurring at the university level. The blame, if there is one to be placed, is about equal: the teacher should speak out and the administrator should seek out.

My purpose is to deal specifically with "Problems of Teacher Preparation in Communication Education: A Secondary Teacher's Viewpoint."

In preparing this presentation, a quote long forgotten, but suddenly remembered came to mind: "Uncritical lovers make little contributions." It is entirely possible that speech teachers who are noncritical make no contributions. While they may make valuable contributions in the classroom, they leave barren by their silence the fertile field of relationships among new university programs, potential secondary speech programs and needed teacher preparation.

Two questions will be raised about new policies and procedures that reflect administrative reorganization of the discipline at the university level. Part of the success of what we accomplish here may be found in the ways in which we answer those questions.

The first question secondary teachers need to ask is: what will be our identification? Are we going to operate as a discipline or as a profession or both? Dean Robert B. Howsam, University of Houston, points this out very specifically by using a continuum. Research in arts and sciences is at one end of the continuum; application in teachers college in the middle; and the use which occurs in the classroom when the door is closed is at the other end of the continuum.

Surely much time can be spent on theory as the many articles in communication oriented publications prove. But how will the theory, fine as it may be, relate to the classroom teacher on the use side of the continuum when the classroom door is closed?

Books and articles on theory are necessary, but we expect all teachers to operate within communications models in their own classrooms. And remember this certainly includes teachers at the university level. It is or should be expected of university instructors or professors to exemplify what they explicate. In simpler language: practice what they preach.

Research indicates arts and science is responsible for approximately four-fifth's of all course work undertaken by students in colleges of education. This means that if a 125 hour requirement is met for certification, approximately 100 hours are in arts and science and 25 in education. In that relatively short period of dealing with future educators, how vital it is that college educators use effective communication models to communicate in the classroom.

Dr. Paul Olson, University of Nebraska-Lincoln, said: "We cannot defend the communication of theory for its own sake. Theory is only efficacious if transferable."

Remember that knowledge for the sake of knowledge is not valuable for teachers. Knowledge alone has never made a teacher. It is important for a teacher to be a scholar, but a scholar cannot necessarily teach. The ability to combine the scholar and the teacher will often come after the university level educator holds a mirror to his teaching techniques and theories and stops asking: "Mirror, mirror on the wall. Who is the fairest of them all?"

It is essential that all teachers on all levels pay attention to the audience they are trying to reach and practice what they preach. Why not take that straight line continuum which has at one end research, application in teachers college in the middle and classroom use at the other end and bend it into a circle. Allow teachers to operate within that circle of knowledge as both a profession and as a discipline.

It can be done if we will only take time to restructure the years-old image of the college educator in an ivory tower with drawbridge and moat. Fill in the moat with understanding, lower the drawbridge of theory and invite the potential teachers into the main room of the tower. The second question secondary teachers must raise is: what preservice at the university level and inservice experience will we engage in to keep abreast of changing communication models?

If universities only reflect preparation for the preservice person--those engaged in obtaining a degree for certification -- what happens to the vast number of secondary teachers trained many years ago under entirely different concepts? A method must be found to reach inservice persons -- those now teaching -- with new communication models to prevent obsolescence.

A new model is developed and accepted, a new textbook is written, a curriculum devised, but the audience to which those ideas are aimed is not retrained. To what avail is it all?

It is that worthwhile contribution blushing unseen, wasting its sweetness on the desert with everyone the poorer.

It has been found that teachers become very bored with curriculum just handed to them like a leaflet from a stranger passed on the street. Any rigid standard puts an end to creative production. It is desirable for the teacher to identify with the creative intentions of pupils. Is it any less desirable for university level educators or those formulating curriculum to identify with creative teachers as the secondary level teacher attempts to identify with students?

Again referring to the continuum mentioned earlier: remember that use occurs at the end of that continuum in the classroom when the door is shut. Thus instructional decisions which enhance development and learning are ultimately used only by those dealing directly with students.

The approach must be threefold: rewrite textbooks on a regular basis; present curriculum suggestions, not rigid principles; and stimulate cooperation among university arts and science departments, university secondary education departments and public school systems to insure continued inservice preparation after the degree has been earned.

This last approach would insure flexible, more adaptable institutions. Our professional organization should set as a goal inservice for teachers through state regional and national conferences. More use should be made of the talents of secondary teachers in the conferences as is done by the National Council of Teachers of English and as this conference is doing. Encouragement should be given to better cooperation of the university education and arts and sciences departments and the public schools.

To my fellow conference participants and to all who may read this presentation, a challenge is offered: when we have answered satisfactorily the question of what is our identification--discipline, profession or both--and the question of what exemplary preservice and inservice experience will be provided for teachers, then, and only then, will we obtain some measure of control over the complex factors which influence students. And we will have dealt more effectively with new problems of teacher preparation in communication education!

A work of art is not the representation of the thing, it is the representation of the experience we have with the thing. Think of the preparation of a teacher as that work of art: experiences change without subjective relation to the environment as well as with the materials through which these relationships are expressed.

Teacher preparation must be in terms to which a preservice person can relate and later use behind the closed classroom door. At the same time, inservice persons with their knowledge must be used to insure not only their competency, but that of others.

## REPORT OF THE RESEARCH PRIORITIES DIVISION

### Overview

Lloyd F. Bitzer, Director

The central problem areas discussed by Research Division conferees were selected on the recommendation of the SCA Research Board (Lloyd F. Bitzer, Herbert Simons, and John W. Bowers). The members of the Board had studied the Airlie Conference Report and concluded that three areas of inquiry would be particularly timely and appropriate for Summer Conference discussion.

The first area selected was "The Future of Communication Research." Numerous Airlie recommendations related to this area; but in addition, the Board though that the future of SCA would be influenced in important ways by what we say we are doing when we engage in "communication research." And this is why, we thought, a most appropriate topic of discussion would deal with both what communication research will become and what communication research should become in the future. Gerald R. Miller, former Chairman of the Research Board and a participant in the Airlie Conference, consented to chair the group that would discuss The Future of Communication Research.

The second area selected was "Research Dealing with Models of Decision-Making." In selecting this area, the Board was responding directly to a specific charge in the Airlie Conference Report, namely Recommendation O-5:

> The Legislative Council should establish a task force to propose and field-test participatory modes of decision-making for large, non-face-to-face groups. The task force will implement this recommendation as follows:
>
> 1) Undertake research into the literature of mass participation in goal-setting and decision-making, and set up site visits where community and organization groups are making efforts in this direction.
> 2) Propose several alternative or complementary procedures to facilitate membership participation in SCA goal-setting and decision-making.
> 3) Arrange a field test by applying recommended procedures to specific issues or decision areas for a specific term, with appropriate tests of effectiveness.
> 4) Adopt the procedures passing the effectiveness tests with or without amendments to the constitution or by-laws.
> 5) Make appropriate efforts to disseminate the results of the research to relevant publics.
>
> Implementation: The Legislative Council will be asked in December, 1972, to establish the task force on participatory modes of decision-making called for.

This area of inquiry was thought to be "on target" for the Summer Conference, since the task force had yet to do the major work given it by the Airlie recommendation and because conferees in the Summer Conference could actually help determine the specific problems and recommendations of the task force. Kenneth E. Andersen, who had already been appointed Chairman of the Task Force on Participatory Modes of Decision-Making, agreed to chair the group.

The third area selected was "Research on Problems of Freedom of Speech." Two factors strongly influenced selection of this topic. First, some of the most exciting ideas of the Airlie Conference document deal with problems in the field of "freedom of communication." Second, the Research Board had already devloped a project, headed by Franklyn S. Haiman, that would focus on such problems as freedom of access to communication channels, audiences, etc. Haiman agreed to chair the Summer Conference group interested in Freedom of Speech.

Of the conferees who elected to work with one of the Research Division Groups, the largest number (about thirty) comprised Group 1: The Future of Communication Research. The others -- Group II: Research Dealing with Models of Decision-Making and Group III: Research on Problems of Freedom of Speech -- consisted of about eight to twelve participants. While most conferees "stayed with" one Group, several moved in and out of two or three Groups.

After the three Groups had completed discussions, all Research Division conferees met in Plenary Session in order to hear reports from the Groups and to take action on recommendations. In the following pages, the reports and recommendations of the Groups are presented, in order. Each report or recommendation was open to discussion and parliamentary deliberation. Some recommendations were modified on the floor, but in the short time available to us we could do little more than suggest to Group chairmen that certain changes in conception or language would be desirable. Soon after the Summer Conference, the three Group chairmen -- Miller, Andersen, and Haiman -- prepared drafts of reports and recommendations adopted at the Plenary Session. These reports and recommendations -- with minor editorial changes -- are produced below:

## GROUP ONE: THE FUTURE OF COMMUNICATION RESEARCH

Gerald R. Miller, Chairperson

Conferees in Group One discussed the future of communication research. Because of the Group's composition, most of the dialogue centered on behavioral approaches to communication research. The absence of recommendations pertaining to other intellectual perspectives in no way implies that these perspectives are unimportant; rather, the group product reflects the intellectual priorities of most of its members.

The conferees agreed that there should be a broadening of the theoretical perspectives used to study speech communication. With this objective in mind, the following recommendations were accepted:

> Recommendation 1: SCA should encourage graduate departments in speech communication, wherever possible, to provide instruction in various theoretical perspectives. One area that warrants greater attention is systems theory. In that area, instruction should focus on the logical and empirical requirements of such systems paradigms as cybernetic systems, structural functionalism, and general systems theory, and on approaches to modeling communication problems in each of the paradigms.

> Recommendation 2: SCA should commission papers by recognized authorities on the logic of these various theoretical perspectives such as systems theory. Such papers might be developed through the ERIC project, published in the Association journals, or emanate from the national office.

> Recommendation 3: The composition of the editorial boards of Association journals should include persons qualified to evaluate research grounded in these various theoretical perspectives. If necessary to achieve this end, associate editors should be selected from disciplines other than speech communication.

Conferees discussed the need to provide some graduate students with more intensive, specialized training in particular theoretical positions or research methodologies. While not wishing to deny curricular opportunities for those graduate students requiring more extensive, broader programs, the Group did adopt the following recommendation:

> Recommendation 4: SCA should encourage that graduate instruction in the conceptualization, design, execution, and interpretation of research reflect greater depth of analysis, particularly with reference to examination of the logical and empirical requirements of various modes of inquiry.

Conferees noted the ambiguity of much of the language used in the research community. As a beginning step in reducing this ambiguity, the following recommendation was adopted:

> Recommendation 5: SCA should commission papers aimed at explicating more thoroughly and precisely the conceptual and operational vocabulary of speech communication research. Such papers might be developed through the ERIC project, published in the Association journals, or emanate from the national office.

Conferees discussed numerous substantive areas for research. The following recommendations reflect the felt priorities of group members:

Recommendation 6: SCA should encourage, as an area of high priority research, increased investigation of nonverbal message variables, both as inputs and outputs of human communication.

Recommendation 7: SCA should sponsor a conference on nonverbal variables in human communication.

Recommendation 8: SCA should encourage more research which aims at precise rhetorical description and which seeks to develop new methods for treating the message as a dependent variable.

Finally, conferees spent the most time discussing the need to broaden training in, and use of, various methodologies for the study of speech communication. The following recommendations were an outgrowth of this discussion:

Recommendation 9: SCA should sponsor a conference to address the following question: How can speech communication researchers maximally utilize available empirical methods in the generation of knowledge about human communication? The product of such a conference might include: (a) an assessment of the current status of research methodology in speech communication, (b) an examination and evaluation of extant empirical methods infrequently employed in current speech communication research, (c) a set of recommendations to graduate departments and individual researchers regarding the feasibility of expanding the number and scope of methodologies utilized and the areas of speech communication research that apparently demand new methodologies, and (d) a proposed set of criteria for selecting methodologies to be used in future communication research. Moreover, the SCA Research Board should treat the funding of such a conference as a high priority item.

Recommendation 10: SCA should immediately begin to develop a methodology bank, possibly in conjunction with the resources of ERIC, which would contain a brief description of various methodologies and a bibliography of sources for each.

Recommendation 11: SCA should commission papers by recognized authorities on various research methodologies. Such papers might be developed through the ERIC project, might be published in the Association journals, or could emanate from the national office.

Recommendation 12: SCA should commission instructional packages to inform researchers regarding new methodologies. These packages should be available for purchase at the SCA National Convention and from the national office. Such packages might include description of the technique, its assumptions and limitations, and several examples of implementation.

Recommendation 13: SCA should investigate the possibility of publishing a periodic review of methodologies and measurement.

Recommendation 14: SCA should sponsor short courses at conventions dealing with particular methodologies and their applications to speech communication research.

A final recommendation concerning facilitation of data collection:

Recommendation 15: SCA should seek to establish a central data bank and clearing house for the cooperative use of speech communication researchers.

The meeting ended with some discussion of several of the Airlie Conference recommendations; however, no specific action was taken on any of these recommendations.

## GROUP TWO: RESEARCH DEALING WITH MODELS OF DECISION-MAKING

Kenneth E. Andersen, Chairperson

This report summarizes the ideas and recommendations of the group exploring participatory decision-making in large non-face-to-face groups with emphasis on the structure of SCA. The Group began its discussion by considering possible implications of Recommendation O-5 of the Airlie Conference, which called for creation of a task force to propose and field-test participatory modes of decision-making. It was noted also that the discussions of conferees at Summer Conference IX will serve as direct input to the task force.

The Group discussed a number of areas for research in decision-making. It agreed to concentrate on large non-face-to-face groups with particular attention to the problems in and structure of the SCA. Becuase of time limitations, the Group decided not to attempt to rank research priorities but simply to identify them. On the basis of its discussion, the Group adopted several recommendations which were presented to the Plenary Session of the Research Division. This report briefly summarizes the research areas identified and then lists the recommendations adopted, their disposition in the Plenary Session, and the method of action-implementation. It should be noted that numerous recommendations call for action by the time of the November convention and so need immediate attention.

### Suggested Research Areas

A wide variety of topics were discussed in relation to research needs. This report classifies topics in relation to problem areas perceived by the Chairperson as emerging in the discussion.

Problem Area 1. Criteria by which decisions can be evaluated. Basic to research on the value and means of involving larger numbers of people in

decision-making is the issue of the value of decisions reached. What is a "good" or a "better" decision? Should decisions be evaluated in terms of the decisions themselves or in terms of the process by which decisions are reached? Decisions or the processes in reaching decisions may be subjected to judgment on the basis of various values: expectations of those involved or affected; effects upon those involved, the organization, or the society; effects upon future decisions or participation; acceptability; workability; commitment to implementation; short term effects versus long term effects; etc.

Problem Area 2. Conceptualizing the decision-making process. A number of models of decision-making are available and a variety of rubrics are provided by these models. A number of studies have been conducted of decision-making -- especially in game theory approaches and in small-group research. Can these be generalized to large non-face-to-face groups? Should the decision-making be approached in terms of a cooperative or a competitive frame, as investigative or judicial, as ratification or participation, as debate or discussion or persuasion, as rational-reflective versus motivational, etc. Can research findings in one setting be generalized to others.

Problem Area 3. Commitment to values. The values and expectations which people hold concerning the process or product affect judgments of the worth of the decision and also affect the process itself. The role of values and expectations in decision-making needs to be assessed. How important is the right to dissent, the right to ratify or take exception, the opportunity for debate and deliberation, the access to the decision-making structures?

Problem Area 4. Current participation in decision-making. With reference to the SCA and other decision-making groups, the members' current perceptions of the possibilities of involvement and of their actual involvement need to be assessed. What effects do people perceive their current involvement to have? Further, what is their action involvement and its effects on themselves, the organization, and the larger society?

A study of various professional organizations, educational institutions, businesses, and governmental groups might reveal current patterns of decision-making, satisfaction with decisions in terms of a variety of criteria, and methods used to assess the quality or adequacy of decisions.

Scholars need to examine the interface of various decision-making structures in terms of the interrelationships of various formal and informal decision-making groups in communities and in organizations - with particular emphasis on communication patterns. How do the various SCA decision-making groups interface? How do the various decision-making groups in a city or country interface?

Problem Area 5. Effects of increased participation. Does the quality of decisions improve? If a person becomes involved at one time, does he tend to maintain involvement? How does involvement affect other aspects

of his life? Does being involved in one thing mean a person is not involved in something else; or, like media exposure, does involvement in one thing correlate with involvement in many things? What are effects of increased participation on the individual? On the organization ? Do the gains from increased participation outweigh the costs, i.e., loss of speed, possibly increased frustration, monetary cost, etc. ?

Problem Area 6. Methods of increasing participation. Assuming that increased participation is valuable, how can such an increase be obtained? Do people really want to become involved in decision-making? Do people want to participate or just be allowed to vote? What levels and kinds of participation are possible? How does structure affect decisions and participation in decision-making? How can people in non-face-to-face groups be provided with the information and dialogue essential to good decision-making? (Voting studies suggest that increase in the number of voters means attracting the least informed, least interested into the voting booth.)

Problem Area 7. What are the effects of increased participation? Does the quality of individual decisions improve? In what senses? Do morale and commitment increase? Does involvement increase the probability of future involvement? Is the illusion of increased participation more important than real participation?

Problem Area 8. Role of computers and other technological advances. What is the role of computers, cable systems, new means of dissemination of information, etc. in terms of the process by which decisions are achieved or in ratification/selection of the particular decision? Can we replace representative democracy by direct democracy? Should every member of a community have a button on his telephone and vote yes or no on every issue coming before the city council? Can we do away with conventions?

Problem Area 9. Research funding. Sociology, political science, urban studies, and mass communication are also interested in this area. Should interdisciplinary research opportunities be investigated? While the SCA ought to be prepared to undertake research of its own structure and procedures, might money be found to aid such research? Questions relating to community involvement, under such labels as participatory democracy, community involvement, self-determination, are of great interest to many funding agencies. What agencies are most interested? What levels of funding may be expected?

Problem Area 10. The SCA. Much of the discussion related to the problem areas noted above was in the context of the SCA and its use of participatory decision-making. People at the meeting had very different perceptions of the possibilities of and the nature of participation in the decision-making process of SCA. Many thought there was no possibility of meaningful involvement; others saw every possibility of meaningful involvement but little interest in such involvement.

Problem Area 11. Bibliography. Many came to the session hoping to take away bibliographies and papers bearing on decision-making. Some effort to meet this need is being undertaken by asking each participant to contribute five items to an annotated bibliography which will be assembled and distributed.

## Recommendations

The following recommendations were adopted by the study group as resolutions and presented to the Plenary Session on Research Priorities. The actions of the Plenary Session were supportive in every instance.

Recommendation 1. In its research and study, the task force on participatory decision-making in large non-face-to-face groups should be concerned both with SCA structures and procedures and community and/or organizational decision-making structures, but it should give priority to SCA issues.

Recommendation 2. A membership packet should be developed by SCA. The packet should focus on the structure of SCA, provide copies of the Constitution and By-Laws, and describe the variety of methods and situations in which members may become actively involved and influence decisions. (The Plenary Session endorsed this view and agreed that all SCA members should be included in the initial mailing, since many current members need the information as much as future new members.)

Recommendation 3. An orientation meeting should be held at the next two conventions and should be subjected to appropriate tests of effectiveness. The meetings should describe the SCA structure and the various ways in which members may become involved in the decision-making process of the Association. Further, the convention meetings should suggest ways of "getting full value"from the convention. (Endorsed with additional stress on suggesting ways to maximize the value of attendance at the convention. Andersen will transmit this recommendation to SCA First Vice-President Becker, who is in charge of program planning for the 1973 SCA convention, asking for implementation. Members of the study group will assist in the program as desired by Becker. The resolution will also be forwarded to William Work for transmission to the Administrative Committee and other appropriate groups.)

Recommendation 4. SCA should catalog all in-house documents and studies of possible interest to the membership and make these available for purchase at cost. (many members have expressed interest in board reports, surveys, working documents such as position papers for the Airlie Conference, etc. While often briefly summarized in Spectra, much information is lost; thus individual members do not obtain information which might be of special interest and value to them.)

Recommendation 5. SCA should test its willingness to commit itself to a participatory system of decision-making by involving all SCA members in deliberation and decision regarding proposed 'division of labor' among and naming of

the three SCA Journals. (Endorsed with the notation that no clear means of testing is mandated in the resolution.)

Recommendation 6. (Not reported to the Plenary Session.) A general study of the decision-making methods and structures in the SCA and the current utilization of these methods by the membership should be undertaken. (A study currently being conducted by Charles Redding and Mark Knapp may be doing this. The task force was urged to discover the nature of the current study and to proceed as warranted.)

## GROUP THREE: RESEARCH ON PROBLEMS OF FREEDOM OF SPEECH

Franklyn S. Haiman, Chairperson

[Note: Chairperson Haiman noted that, during the meeting of his Group, the conferees elected to identify problems and file a report, rather than make specific recommendations. The following report, then, is the product of discussions by Group Three. While the report contains specific research proposals, the presentation at the Plenary Session did not offer specific recommendations for adoption. However, the Pleanary Session did vote to adopt the full report. In addition, it was moved that: a copy of this report be sent to Professor Thomas Tedford, Chairman of the SCA Commission on Freedom of Speech and that the Commission be urged to take a more aggressive role in initiating and promoting such research as the report discusses. The motion was adopted. -L.F.B.]

The Group agreed at the outset of its sessions to work through a series of several specific problem areas in which research contributions from the speech communication discipline might be useful, and to attempt to phrase questions which might lend themselves to profitable empirical, experimental, historical or critical research. The problem areas were taken up in the order of their interest to the members of the Group present, and the discussion of each area was preceded by a brief description from the Chairman of the present state of the law with respect to that topic.

### Problem Area A - Symbolic Conduct

In summarizing the present state of the law on this matter, the Chairman noted the confusion that exists in attempting to distinguish symbolic conduct from other kinds of behavior for the purposes of determining whether that conduct is entitled to First Amendment protection. The standards set forth by the U.S. Supreme Court in the draft-card burning case, U.S vs. O'Brien, were reviewed, as were some of the flag desecration and topless dancer cases, and Chief Justice Warren Burger's comments on the subject in his recent obscenity decision, Milier vs. California.

The Group agreed that it would be helpful if courts and others, in approaching this problem, were to recognize that all behavior or conduct communicates,

and that the question of the extent to which a particular act is primarily symbolic might be most usefully viewed in terms of a continuum. It was felt that consideration must be given to both the intent of the actor (i.e. is he intending to communicate some message with his long hair, or flag vest) and to the question of whether the behavior is perceived by others as a symbolic act. Specific research proposals that were suggested included:

1. Efforts to review the ways in which the concept of "intent" has been utilized in other areas of the law, and to determine if analogies can be made to the problems of symbolic conduct.

2. Reviews of what the courts have actually done, in free speech cases, with the variable of "intent."

3. Empirical studies of the self-perceptions of communicative intent or non-intent by those who might be thought to be engaging in symbolic conduct, as well as by artists, writers, etc. who use symoblic conduct in their work (e.g. explicit sex on stage or screen). Parallel empirical studies might be done with the viewers of symbolic conduct to determine what intents they perceive. It was suggested that, though recognizing the risks, some experimental field research might be done in which symbolic conduct is staged, and viewers of the act are interviewed to determine reactions.

4. The development of a taxonomy of symbolic conduct.

5. On the assumption that symbolic conduct does not become a "free speech problem" unless the particular conduct is perceived by others as harmful or offensive to them, we might do well to gather more data than we now have concerning the kinds of symbolic conduct that are most likely to be viewed as harmful or offensive, the degree of harm or offense involved, and the reasons that harm or offense is percieved.

6. Picking up on keynote speaker Neil Postman's discussion of contextual variables, efforts might be made to determine the effects of such variables on responses to symbolic conduct (e.g. if viewing an act of sexual intercourse in a movie is regarded as less offensive than seeing it in Times Square, why is this so?)

Problem Area B - Public Access to the Mass Media

The Chairman opened the discussion by suggesting the following subtopics in this area of concern:

1. How much do individuals and groups that may not now have access to the media desire to have it, and what would they be equipped to do with it if they had it? Can they be more motivated to use it and better trained to do so?

2. What are the advantages and disadvantages, in terms of credibility and other aspects of communication effectiveness, when minority, deviant, or unpopular messages are promulgated through direct public access to the media in contrast to communication of those messages by surrogates--journalists, commentators, media-produced documentaries, etc.

3. How receptive are present mass media owners and managers to efforts to secure public access? (e.g. can "Free Speech Messages" be contracted for, as they have been in the San Francisco Bay Area?)

4. What are the potential problems in gathering and holding an audience once public access to the mass media is achieved?

5. What can be learned from the practices of foreign countries regarding public access--e.g. allocation of time on government television to political parties, etc.

In addition to discussing these proposals, the following ideas were generated from the Group:

1. What has been the experience where public access has been made available on cable TV, as in New York City? (One study has already been done of this sort; others would be helpful). Specifically, who broadcasts, who watches, and with what effect?

2. How many more letters to the editors of newspapers and magazines (if any) are received than are published? What percentage are screened out, and by what criteria? Similarly, how many more calls are made to talk shows than can get a line through, and what percentage of these, if any, are screened out? Again, by what criteria?

3. What have been the survival problems of underground newspapers, and why have those which have survived been able to make it?

4. If government financing or technical assistance were to be made available to support public access to the media, how could it be equitably allocated? To the extent that size of constituency is a criterion, those who need help the most might get it the least. But, then, does it not make sense that a communicator must "earn" the right to such support--otherwise a disproportionately high amount of aid might be provided to the most worthless communication.

5. Empirical studies might be made of the correlation between victory in political campaigns and amount of mass media communication utilized.

Problem Area C - The Thrusting of Unwanted Communication on Unwilling Recipients

Again the Group commenced by agreeing that the concepts involved in this problem area are unacceptably hazy and that much more clarity must be achieved at the conceptual level before progress can be made in solving the extremely difficult problems we confront. It was suggested, for example, that there are

various degrees of intrusiveness of different modes of public communication--billboards, bumper stickers, unsolicited mail, unwanted telephone calls, offensive radio or television messages, etc. -- and we need to know much more than we do about how the intrusiveness of these media is perceived by respondents.

It was also suggested that a significant variable is the actual and/or the perceived captivity of the audience in question. What correlation is there, we ought to find out, between an audience's perception of its freedom of choice to be in that audience and its receptiveness to the communication that occurs there? Is even this variable affected by other variables?

More specific questions that were proposed for study were:

1. Is communication by sound usually perceived as more intrusive than visual communication? Is a person, in fact, more captive to sound than to sight?

2. How do people actually feel about being exposed to communications which they dislike or with which they disagree? What are the variables that determine one's willingness to remain exposed to such stimuli?

3. Are irritation and offensiveness in communication necessarily antithetical to effective persuasion, and, if not, under what conditions are they not?

4. How viable a solution to the alleged problem of public thrusting of unwanted communication would be a system in which there would be no restraints or penalties imposed by the state for such communication, but rather civil suits might be undertaken against the communicator by those individuals who felt harmed or offended?

5. Why is the assumption generally made and accepted inour society that the public thrusting of unwanted sexually-oriented communication is more legitimately to be restrained than the public thrusting of other kinds of unwanted communication--political, religious, etc.

Problem Area D - Commercial Speech

Again, the Chairman briefly reviewed the present state of the law in this area, which simply stated, is that commercial speech is not now protected by the First Amendment. The Group then discussed the inadequacies of present definitions as to what is and what is not commercial speech, and the resulting possible injustices that exist as a result of this simplistic dichotomy created by the Supreme Court.

It was agreed that, in this area, a good deal of public attitude research might be useful. How do most people actually feel about commercial communication, as compared to its non-commercial counterparts? How can we account for the acceptance of government regulations designed to protect consumers from being taken advantage of by commercial speech, and the contrasting "Let The Buyer Beware" attitude in non-commercial areas? Are the bases for that

distinction (such as, perhaps, that the one involves verifiable facts and the other involves debatable values) well founded?

Problem Area E - Libel

The question was briefly raised and discussed as to whether the libel exception to the protections of the First Amendment is still viable. It was suggested that the experience with alternative solutions -- such as right to reply legislation -- ought to be examined. Also, it was proposed that creative minds might be able to come up with some simulation experiments in which we might be able to learn what might happen in a society where there were no laws against libel. It was also suggested that some interesting interview research might be done with those who have been plaintiffs and defendants in libel actions, to determine their perceptions of the efficacy of such litigation.

Problem Area F - Obscenity

The Group touched only briefly, at the end of its session, on the obscenity issue, which had not been on the originally agreed-upon agenda. The following ideas for research were suggested:

1. By what process have changes in public attitudes concerning the obscene occurred?

2. What kinds of consequences for a society flow from increased permissiveness with respect to allegedly obscene communication? Does the utterance make the action more possible, and if so, should that be a matter of concern?

## REPORT OF THE FUTURISTIC PRIORITIES DIVISION

### Overview

Frank E. X. Dance, Director

Even though we have been admonished in the words of a popular song "The future's not ours to see, whatever will be will be," the members of the Futuristic Priorities Division tried to focus their understanding and attention upon the prediction of future trends and needs of the speech communication profession. The two subgroups worked independently of each other and it should be noted that Group I made a conscious decision to deal with communication in general rather than restrict their consideration to speech communication in particular. On the other hand, Group II opted in favor of restricting their consideration to the field of speech communication.

As you read the reports of the two groups it becomes apparent that their considerations ranged from individual cellular psycho-physiology, through considerations of space age computers, to the amplification of space travel and intergalactic explorations. In this report, you will find the Division members' recommendations and priorities concerning the impact of the future on communication and upon the speech communication discipline.

### GROUP ONE: THE COMMUNICATION NEEDS AND RIGHTS OF MANKIND

Alton Barbour, Chairperson

PRIORITIES AND ISSUES:

1. We ought to explore the possibilities of implementing two apparently contradictory ideas:
   a. That of creating world-wide technological systems of communication which would in effect create world citizens.
   b. That of protecting and maintaining ethnicity and cultural diversity, tolerance for diversity and cultural differences.
2. We ought to utilize interdisciplinary approaches to discovering what might be termed the basic similarities and basic differences of human beings across cultures, of exploring the commonalities and the apparent differences as a means of facilitating cross cultural communication.
3. We ought to discover the effects of media with particular reference to the potential of its use of manipulation, invasion of privacy, and the less immediate influences of exposure to media.
4. We should investigate the possibilities of integrating the arts and the humanities into practical decision-making about the importance of values to the quality of life.

5. So that the actual and reported needs of various peoples and cultures might better be understood, we ought to explore the utilization of various research methods to attempt to determine those needs.

6. We should recognize power as a fact of life, discovering the means for utilizing that power to further goals, purposes, and values according to jointly agreed upon standards.

7. Investigation of the increase in population as a threat to agreed upon rights and needs ought to be initiated.

8. Exploration of the use of a world communication system which informs individuals in various cultures and in effect instructs them about the implications of becoming world citizens, involved with other world citizens through the communication system needs to be undertaken. This "education" would confront and explain values present in the various cultures attempting to evoke tolerance, compassion, and allowance for diversity, cultural differences, and varying qualities of life. A principal objective would be the importance of rights and respect.

9. We should attempt to draw guidelines to delineate the limits of free and individual decision-making when it infringes upon the rights and freedoms of others, particularly when the effects of that decision-making are long term and ecologically destructive.

10. We should explore the possibilities of curtailing the inhumane effects of technology and of utilizing technology for humane ends.

IMPLEMENTATIONS:

1. The SCA should create a committee to:

   a. Review speech-communication curriculums with reference to the objectives of the SCA Commission on Human Rights.

   b. Review speech communication curriculums with reference to the objectives of freedom, human rights, human needs, ethnicity, humanism, and world-mindedness.

   c. Develop courses, texts, and material to fill felt needs in the curricular matters described above.

2. The SCA should authorize and support the development of a compendium of international laws describing the limits of freedom in various countries and cultures; the development of guidelines governing freedom of expression across cultures.

3. Under the authority of the SCA Commission on Human Rights, the creation of regional study groups of no more than 15 persons, represented by interested individuals from various cultures, but not representing particular groups or organizations (vested interests), to meet in a place symbolic of the international thrust of the composition of the groups. Initial groups to be called

Commission for the Pacific (convened by Stan Harms) and the Commission for the Americas (convened by William Howell). Such commissions are to utilize existing groups devoted to similar goals. The SCA Commission on Human Rights is to utilize the outputs and suggestions of the two study groups for testing issues and ideas, sampling opinion, and integrating material. Other study groups may be authorized depending upon the results obtained from the two initial study programs.

4. Exploration might be made of speech communication research in progress or currently available which bears on issues of communication needs and rights of mankind.

## GROUP TWO: FUTURE COMMUNICATION TECHNOLOGIES: HARDWARE AND SOFTWARE

William Conboy, Cochairperson
Larry Wilder, Cochairperson
Jack Barwind, Cochairperson

GENERAL STATEMENT OF RATIONALE:

The study of the future is based on our belief that man ought to try to have as great an influence as possible in determining man's future. And, since man can deal with the future only through his symbolic systems, speech communication professionals have a role and a responsibility in the study of the future.

PRIORITIES AND ISSUES:

1. Consideration ought to be given to the determination of what special and/or unique role a speech communication professional has in futuristic studies.

2. Because technology may cause a change in the role of speech communication in society, we should study the interaction of technology on speech communication in the individual and society.

3. As simulations of the human nervous system increase, we ought to consider how such simulations may affect the development of the human nervous system as expressed in speech communication.

4. As simulations of the human nervous system increase, we ought to consider how this will affect the development of the social system.

5. Consideration should be given to the role that speech communication can play in choice making and decision making that will determine the future.

6. Since we aspire to a world ahead which is anticipated rather than accidental:

   a. We should commit the resources of the speech communication profession to the analysis of probable value shifts and prespective human priorities.

b. We should try to identify those premises inherent in speech communication which may themselves be crucial value imperatives for the future.

c. We should employ our research and educational energies to develop fully the skills of speech communication which can facilitate optimum social choice and decision-making.

7. The Association should explore creative and innovative alternative uses of present technologies and methodologies.

8. We recommend that the Association monitor current and future attempts at communicating with extra-terrestrial intelligence.

9. So that in the future we may more accurately perceive the past we recommend the institution of archives or oral history.

10. As a field we ought to use technology to generate a data-base for speech communication from an international perspective.

11. We recommend the use of a DELPHI program to assess future priorities for the speech communication profession.

IMPLEMENTATIONS:

1. The SCA should set up regional study groups to explore the various problem areas as listed above. Special attention should be given to the role speech communication professionals play in futuristic studies.

2. The SCA should initiate and support a "Symposium on Futuristic Priorities" calling together scholars from several academic disciplines.

3. The SCA should set up a committee to investigate the possibilities of creating an internationally based speech communication research consortium to collect, evaluate, and disseminate speech communication research.

4. A committee should be created to establish the archives of oral history.

# APPENDIX

## Prepared Materials and Bibliographies
## on
## Future Communication Technologies

FUTURE COMMUNICATION TECHNOLOGIES:
HARDWARE AND SOFTWARE

Consulting Team from the University of Kansas

William A. Conboy, Ph.D.
Richard E. Barnes, Ph.D.
Jett Carkhuff

## Shaping The Future of American Education: A Preliminary Annotated Bibliography of Educational Futures

Richard E. Barnes, University of Kansas, compiled from materials provided by Kenneth G. Gledson, Wichita State University.

OUTLINE

I. Preliminary Annotated Bibliography

1. Methodology
   a. Educational Planning
   b. Educational Futures
   c. General Planning
   d. General Futures
2. General
   a. Trends
   b. Descriptive Futures
   c. Technological Impacts
   d. Prescriptive Futures
   e. Scenarios
3. Trends in Education
   a. Elementary and Secondary
   b. Higher
   c. Other or both
4. Descriptive Futures
   a. Elementary and Secondary
   b. Higher
   c. Other or both
5. Prescriptive Futures for Education
   a. Elementary and Secondary
   b. Higher
   c. Other or both
6. Scenarios of Education
   a. Elementary and Secondary
   b. Higher

PRELIMINARY ANNOTATED BIBLIOGRAPHY

## 1. METHODOLOGY

### a. Educational Planning

17. Morphet, Edgar L. and David L. Jesser. Cooperative Planning for Education in 1980: Objectives, Procedures, and Priorities. Designing Education for the Future. Vol. 4. New York: Citation Press, 1968, 105 pp.

4 articles concerned with prospective changes in society and the implications for educational planning. RECOMMENDED.

### b. Educational Futures

25. Adelson, Marvin (ed.), with Marvin C. Alkin, Charles Carey, and Olaf Helmer, "Planning Education for the Future: Comments on a Pilot Study," The American Behavioral Scientist (Special Issue) 18:7, March 1967.

A multidisciplinary study entitled "Innovation in Education," carried out at the UCLA Institute of Government and Public Affairs.

### c. General Planning

33. Dror, Yehezkel. Public Policy-Making Re-Examined. San Francisco: Chandler, 1968, 370 pp.

An authoritative work discussing contemprary policy-making and proposing an optimal model characterized by ratonal and extra-rational components. See Chapter 17, "Changes Needed in Knowledge" (and especially notes on policy science, pp. 240-245); also discussion in Chapter 19 on organizations for policy analysis. Excellent bibliographic essay, pp. 327-356. IMPORTANT.

### d. General Futures

62. Michael, Donald N. The Unprepared Society. New York: Basic Books, 1968, 132 pp., $4.95.

A general discussion of problems faced in "looking at tomorrow," with the final chapter "Some Challenges for Educators" covering some implications for education. A short forward by Ward Madden has an excellent summation on the "new breed" of futurists. RECOMMENDED AS AN INTRODUCTION TO ACTIVITIES IN FUTURE STUDIES.

## 2. GENERAL

### a. Trends

75. Encyclopedia Britannica, 1969 Britannica Yearbook of Science and the Future. Chicago: Encyclopedia Britannica, 1969, 447 pp.

The first annual companion volume to the Britannica Book of the Year, designed to keep the layman up to date on the marvels of science. 13 feature articles by leading authorities, an essay by Kahn and Wiener on "Man and His Future,"

and a 170 pp. section on 'The Science Year in Review." The article by Isaac Asimov on science fiction wiritings as the Tomorrow Seekers is interesting but parochial. RECOMMENDED AS A VALUABLE OVERVIEW OF SCIENTFIC TRENDS.

b. Descriptive Futures

94. Baier, Kurt and Nicholas Rescher (eds.). Values and the Future: The Impact of Technological Change on American Values. New York: The Free Press, 1969, 527 pp/ Bib., pp. 472-512.

17 essays aimed "toward the discovery of ways of guiding social change in directions which are at the least not incompatible with the realization of our deepest values, and perhaps even helpful to it." (p. v.) Some groundwork is laid for a new profession of "value impact forecasters," especially via methodological pieces by Rescher, Gordon, and Helmer. The other essays are largely focused on economics, and the editors readily confess the weakness of excluding views by anthropologists, sociologists, and psychologists. There are two bibliographies: the first lists 300 uncategorized items on technological progress and future-oriented studies; the second offers about 500 categorized items on theory of value. IMPORTANT.

117. Gordon, T.J. and Olaf Helmer. A Report on a Technological and Societal Delphi Study. Middletown, Conn.: Institute for the Future, June 1969. (Jointly sponsored by the Educational Policy Research Center at Syracuse).

c. Technological Impacts

167. Ferkiss, Victor C. Technological Man: The Myth and The Reality, New York: George Braziller, 1969, 352 pp. Bibliography, pp. 295-327.

A political scientist looks at the vast changes transforming society. His conclusion is that "Technological man is more myth than reality...Bourgeois man is still in the saddle... At the same time, an existential revolution is under way that may destroy the identity of the human race, make society unmanageable and render the planet literally uninhabitable. Bourgeois man is incapable of coping with this revolution. The race's only salvation is in the creation of technological man." (p. 245) To survive, a new philoscphy is required, involving the new naturalism, the new holism, and the new immanentism. (p. 252) Chapter 4, "The Prophets of the New" provides an excellent critique of prominent writers such as Ellul, McLuhan, Teilhard de Chardin, Skinner, Landers, and Marx. The unannotated bibliography lists about 500 books and 400 articles on technology, social change, and the future. HIGHLY RECOMMENDED.

d. Prescriptive Futures

198. U.S. Dept. of Housing & Urban Development. Tomorrow's Transportation: New Systems for the Urban Future. Washington, D.C.: Office of Metropolitan Development, Urban Transportation Administration, May, 1968, 100 pp.

The report, a summary of recommendations for a comprehensive program in all aspects of urban transportation, is the first major effort of its kind. After surveying trends in urbanization and urban transportation, lists various inter-related strategies for action, including recommended future systems such as dial-a-bus, personal rapid transit, dual mode vehicle systems, automated dual mode bus, pallet or ferry systems, and fast interurban transit links. Plans for new and existing educational systems should ideally be linked into these developments; conversely, where new developments in transportation are seen as inhibiting the attainment of education purposes, such points of conflict should be highlighted. IMPORTANT.

e. Scenarios

201. Huxley, Aldous. Brave New World. New York: Harper and Bros., 1932.

202. Huxley, Aldous. Brave New World Revisited. New York: Harper and Bros., 1958.

205. Orwell, George. 1984. New York, Harcourt, Brace, 1949.

206. Skinner, B.F. Walden Two. New York: Macmillan, 1948, paperback edition, 1962, 320 pp.

## 3. TRENDS IN EDUCATION

### a. Elementary and Secondary

218. Goodlad, John I. "The Schools vs. Education," Saturday Review, April 19, 1969.

A critique based on many classroom visits, of the lack of progress in the past ten years. "Popular innovations of the decade--non-grading, team teaching, 'discovery' learning, and programmed instruction--were talked about by teachers and principals alike but were rarely in evidence." This well-known educator concluded that "That schools are conspicuously ill-suited to the needs of at least 30 percent of their present clientele" (p. 61). RECOMMENDED as a short, no-nonsense overview of the state of elementary and secondary education in America.

229. Mayhew, Lewis B. (ed.). Higher Education in the Revolutionary Decades. Berkeley: McCutchan, 1967, 466 pp.

A reader presenting an excellent selection of 34 articles, many of which are cited elsewhere in this bibliography. Although many of the articles deal with trends in the revolutionary decades since World War II, the inclusion of several future-oriented articles implies that forthcoming decades will also be revolutionary. HIGHLY RECOMMENDED for an overview perspective.

### b. Other or Both

240. Coombs, Philip H. The World Educational Crisis: A Systems Analysis. New York: Oxford, 1968, 241 pp/ (With excellent 10 page annotated bibliography).

A highly competent overview of international educational trends, indicating that problems of rising demand and system obsolescence are plaguing all nations in all parts of the world. Sophisticated but readable analysis of inputs, outputs, and "nonformal" (or periphery) education. AN ESSENTIAL FOUNDATION DOCUMENT FOR ANY FUTURE-CASTER.

### 4. DESCRIPTIVE FUTURES

#### a. Elementary and Secondary

259. McLuhan, Marshall and George B. Leonard, "The Future of Education: The Class of 1989," Look, 31:4, February 21, 1967, pp. 23-25.

A short and provocative forecast of education by two leading thinkers. Mass education is seen as a child of the mechanical age, and with the advent of new technologies, "the very first casualty of the present-day school system may very well be the business of teacher-led instruction as we now know it." The new education "will be more concerned with training the senses and perceptions than with stuffing brains...The new student who makes his own educational space, his own curriculum and even develops many of his own learning methods will be unique, irreplaceable." RECOMMENDED.

266. Eurich, Alvin C. (ed.). Campus 1980: The Shape of the Future in American Higher Education, New York: Delacorte Press, 1968, 327 pp.

A competent anthology of essays by the top names in education. RECOMMENDED.

### 6. PRESCRIPTIVE FUTURES FOR EDUCATION

#### a. Elementary and Secondary

330. Glasser, William, M.D. Schools Without Failure. New York; Harper and Row, 1969, 235 pp.

"Believes that education today is failure-oriented to a large degree. Proposes a new program based on increased involvement and thinking rather than on memory drill. His approaches in the classroom covering punishment, responsibility, homework and grading are applicable from kindergarten to graduate school." (Book club advt.)

350. Toffler, Al in (ed.). The Schoolhouse in the City. NY: Praeger, 1968, 255 pp.

Sponsored by Stanford and Educational Facilities Laboratories, 21 authors offer answers on urban school construction problems, present case studies of developments in three cities(educational parks in Baltimore and Pittsburg; Linear City in Brooklyn), and project the possible future of the schoolhouse in the city.

#### b. Higher

360. The Committee on the Student in Higher Education. The Student in Higher Education. New Haven, CN: The Hazen Foundation, January, 1968, 66 pp.

"This report was written to bring attention to the possibility of developmental higher education.... These recommendations call for a major qualitative change in planning for the future of higher education. The Committee has no quarrel with the computer experts, the technical planners, and the budgetary wizards who are telling us how many students, teachers, and classrooms we will need by 1980.... but it is not enough, for they are not concerned with the character of education. It takes another kind of planner to consider and envision the quality of human relationships in the college environment." (p. 57). Many recommendations such as the whole freshman year as an orientation to learning, a reduction of competition, a proliferation of experimentation, a reforming of physical structures, etc. Clearly written with a human concern. RECOMMENDED

379. Woodring, Paul. The Higher Learning in America: A Reassessment. NY: McGraw-Hill, 1968, 236 pp.

A provocative critique by the former education editor of the Saturday Review. See Part IV, "Problems and Proposals," especially Chapter 15 "Problems for Long-Range Planners," and "A Reform Plan for Higher Education" (p. 216). Some useful ideas, in addition to a classic example of future misperception ("The Prospect of Declining Enrollments, pp. 169-173) in that only student inputs from lower institutions are considered.

c. Other or Both

381. Eurich, Alvin C. Reforming American Education: The Innovative Approach to Improving Our Schools and Colleges. NY: Harper & Row, 1969, 269 pp.

"Education must be vastly improved to meet the challenges of the present and the future; the innovative approach is the most promising strategy for bringing about such improvement." (p. xiii) Taking a wide-angle view, the author discusses rigid dogmas, the necessity for bold public policies, provocative new developments, new patters of reform at all levels, and education as a futurist enterprise. RECOMMENDED.

7. SCENARIOS OF EDUCATION

a. Elementary and Secondary

403. Leonard, George B. "Visiting Day, 2001 A.D.," Chapter 8 in Leonard, Education and Ecstasy. NY: Delacorte Press, 1968, pp. 139-155.

A scenario of a grade school where children are free to come and go as they please, and, while at the school, "they are absolutely free to go and do anything they wish that does not hurt someone else. They are free learners." (p. 140) The scenario is tied in to electronic learning aids, including a cross-matrix stimulus and response form which injects non-programmed material to provide novelty and surprise. "The Great National School Debate of the middle and late 1970's concerned what to do with all the extra time gained by the new mode of learning." (p. 144). RECOMMENDED.

b. Higher

409. Eurich, Alvin C. "A 21st Century View of American Higher Education," Chapter 13 in Eurich, Reforming American Education: The Innovative Approach to Improving our Schools and Colleges. NY: Harper & Row, 1969, pp. 175-199.

An updated scenario from Eurich's 1963 effort, touching on university cities, sea-grant colleges on floating ocean cities, the revival of philosophy and the humanities to deal with spiritual malaise, learning terminals with graphic tablets and multipurpose TV type displays, computerized learning, internationalization, individualization, etc. RECOMMENDED.

## SAMPLE LIST OF SOURCES CONCERNING THE FUTURE

### Organizations

(1) World Future Society
P.O. Box 19285
Twentieth Street Station
*Washington, D.C. 20036*

(2) TEMPO
General Electric Company
816 State Street
Santa Barbara, CA 93102

(3) The RAND Corporation
1700 Main Street
Santa Monica, CA 90406

(4) The Hudson Institute
Harmon, NY

### Publications

(A) The Futurist: A Journal of Forecasts, Trends and Ideas About the Future. Published bi-monthly by the World Future Society(see above).

(B) The Year 2000: A Framework for Speculation on the Next Thirty-Three Years. By Herman Kahn and Anthony J. Weiner. (The Macmillan Company, 1967).

(C) Toward the Year 2018. Edited by the Foreign Policy Association. (Cowles Education Corporation, 1968).

(D) Here Comes Tomorrow! (Living and Working in the Year 2000). By the Staff of the Wall Street Journal. (Dow Jones Books, 1967).

(E) The Most Probable World. By Stuart Chase. (Harper & Row, 1968).

(F) Three different volumes commissioned and edited by William R. Ewald, Jr., on behalf of the American Institute of Planners' Fiftieth Year Consultation:

Environment for Man
Environment and Change — Indiana University Press, 1968.
Environment and Policy

(G) Preparing Tomorrow's Business Leaders Today. Edited by Peter F. Drucker. (Prentice-Hall, 1969).

(H) The Age of Discontinuity: Guidelines to Our Changing Society. By Peter F. Drucker. (Harper & Row, 1969).

## 30 REPRESENTATIVE BOOKS ON FUTURISM PUBLISHED SINCE 1960

Seminar in Communication and Futurism
William Conboy

1. The Year 2000: A Framework for Speculation on the Next Thirty-Three Years. Herman Kahn and Anthony J. Wiener. Macmillan. 1967.
2. Toward the Year 2018. Edited by the Foreign Policy Association. Cowles Education Corporation. 1968.
3. Man and the Future. Edited by James E. Gunn. The University Press of Kansas. 1968.

4. Future Shock. Alvin Toffler. Random House. 1970.

5. Here Comes Tomorrow: Living and Working in the Year 2000. By the staff of the Wall Street Journal. Dow Jones Books. 1967.

6. The Second Genesis: The Coming Control of Life. Albert Rosenfeld. Prentice-Hall. 1969.

7. Knowledge and the Future of Man. Edited by Walter J. Ong. Simon and Schuster. 1968.

8. Toward the Year 2000: Work in Progress. Edited by Daniel Bell. Beacon Press. 1969. (Essentially the same as the Summer 1967 issue of Daedalus--the first report from the Commission on the Year 2000 established by the American Academy of Arts and Sciences.)

9. The End of the Twentieth Century? Desmond King-Hele. St. Martin's Press. 1970.

10. 1975: and the Changes to Come. Arnold B. Barach and the Kiplinger Washington Editors. Harper & Row. 1962.

11. The 21st Century: The New Age of Exploration. Fred Warshofsky. Viking Press. 1969.

12. The 21st Century: The Control of Life. Fred Warshofsky. Viking Press. 1969.

13. Toward Century 21: Technology, Society, and Human Values. Edited by C.S. Wallia. Basic Books. 1970.

14. Environment for Man: The Next Fifty Years. Edited by William R. Ewald, Jr. Indiana University Press. 1967.

15. Environment and Change: The Next Fifty Years. Edited by William R. Ewald, Jr. Indiana University Press. 1968.

16. Environment and Policy: The Next Fifty Years. Edited by William R. Ewald, Jr. Indiana University Press. 1968.

17. The Most Probable World. Stuart Chase. Harper & Row. 1968.

18. The Next 500 Years: Scientific Predictions of Major Social Trends. Burnham P. Beckwith. Exposition Press. 1967.

19. The Prometheus Project: Mankind's Search for Long-Range Goals. Gerald Feinberg. Doubleday. 1968.

20. The Age of Discontinuity: Guidelines to Our Changing Society. Peter F. Drucker. Harper & Row. 1969.

21. Preparing Tomorrow's Business Leaders Today. Edited by Peter F. Drucker. Prentice-Hall. 1969.

22. Profiles of the Future. Arthur C. Clarke. Harper & Row. 1963.

23. The Future of Man. Peter B. Medawar. Basic Books. 1960.

24. Campus 1980: The Shape of the Future in American Higher Education. Edited by Alvin C. Eurich. Delacorte Press. 1968.

25. The Coming World Transformation. Ferdinand Lundberg. Doubleday. 1963.

26. Mankind 2000. Edited by Robert Jungk and Johan Galtung. Universitets-forlaget (Oslo). 1969.

27. The Future of the Future. John McHale. George Braziller (New York). 1969.

28. Evolving Mankind's Future. Julius Stulman. Lippincott. 1967.

29. Values and the Future: The Impact of Technological Change on American Values. Edited by Kurt Baier and Nicholas Rescher. The Free Press. 1969

30. Designing Education for the Future, Volumes 1, 2, and 3. Edited by Edgar L. Morphet and Charles O. Ryan. Citation Press. 1967.

TOPICS FOR FUTURE ANALYSIS

| | | |
|---|---|---|
| (1) The Physical Environment | | |
| (2) People | | |
| (3) The Human Spirit | | |
| (4) Natural and Physical Sciences | | |
| (5) Behavioral Science | | |
| (6) Transportation | | |
| (7) Communications Media | | |
| (8) The Social Environment | | |
| (9) Government and Politics | | |
| (10) War and Peace | | |
| (11) Space Exploration | | |
| (12) Education | | |
| (13) Resources | | |
| (14) Energy | | |
| (15) Technology | | |
| (16) Business | | |
| (17) The Arts | | |
| (18) The Law and the Courts | | |

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| (19) Change | | |
| (20) Prediction Methods | | |
| (21) Planning/Design | | |
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## FORE -- FUTURE ORIENTED RECREATIONAL EXERCISE

A Do-It-Yourself Game for the Next Hundred Years

Purpose: To select specific desired changes, and to attempt to implement these changes in four stages over the next century.

Board: The Board is designed to represent time from 1971 to the year 2071 in four 25-year stages.

Tracks: On the Board are three tracks which correspond to basic themes in civilization:

Economic production -- Material goods and services. Business. Industry. Agriculture. Technology.
Political development -- Government operations. Laws and the Courts. Executive, legislative, and judicial functions. Organization. Structure.
Personal growth -- The humanistic tradition. Values. Art and aesthetics. Inner experience. Education and learning. Personal relations. Religion and mysticism.

Parties: Participants (players) are divided into four teams. Three of the teams are "parties" in the political sense. There is a White Party, a Red Party, and a Blue Party. Members of each party have the same colored energy tokens (poker chips, that is). These energy tokens are used to pay the "cost" of social change.

Umpiring Team: The fourth team is not a party, but an Umpiring Team. This team arbitrates issues which arise among teams (parties) during the course of play, and it evaluates the changes which the other teams bring about in the world over time.

Sequence of Play:

(1) Each party has its own caucus -- at which time it decides on its dominant identity for the first 25 years. This identity should be general at this point. A short written credo is formulated.

(2) Next each party should write one or more "change programs" for the year 1996. Each proposal should be placed in an envelope on the appropriate track between 1971 and 1996.

(3) Each proposal is then read aloud in turn -- and is rated by the other two parties as to the degree of change the program represents: (a) no real change, (b) minor change, (c) moderate change, (d) major change. An arithmetic average will be used.

(4) Each proposal is then rated by the other two parties as to its dependence on one or both of the other tracks. The inter-relationship may be assessed as (a) none, (b) some, or (c) much.

(5) The cost of a program is related to its rated change-effect: (a) "no real change" requires no investment of energy points, (b) "minor change" requires 30 points to accomplish, (c) "moderate change" requires 60 points to accomplish, and (d) "major change" requires 100 points investment.

(6) In the case of inter-track dependence, (a) "none" requires no additional investment in another track, (b) "some" requires an investment of half as many points as are called for by the rated change-effect in any related track, and (c) "much" calls for points in a second or third track equal to the previously rated change-effect points assigned in the original track.

(7) At this point, there is negotiation among the three parties -- soliciting support for proposals. When the round ends, the "costs" must be met for any proposal or no change occurs.

(8) Also at this point, the Umpiring Team agrees upon at least three (one in each track) problems (trends or conditions) which characterize the present. These will be used as yardsticks to evaluate progress by 1996.

(9) At a signal, energy tokens are invested by individuals or groups -- the chips being placed on the appropriate card in any given track. Each player has 25 chips.

(10) If the energy "cost" is met or exceeded for a given proposal, the change is considered to occur by the target date. If the point demands are not met, the change does not occur in any degree.

(11) The Umpiring Team evaluates 1996 on two bases: (a) Is the world better or worse off than it was in 1971? Progress or deterioration? (b) What problems have arisen or gotten worse by 1996 as a result of neglect or of the very changes which the parties have brought about? Negative side effects or cross-impacts?

(12) Each player reclaims 25 chips and the entire process begins again -- aiming at the year 2021.

(13) And so on to the year 2046.

(14) With the final phase ending at the year 2071.

# FUTURE COMMUNICATION TECHNOLOGIES: GAINING AN INTERNATIONAL DATA BASE

Keith A. Miller, University of Wyoming
Jack A. Barwind, Cornell University

## INTRODUCTION

We exist today in the midst of an undisputed communication explosion. Mass distribution of printed material, transworld telegraphy, satellite television transmission and all other forms of communication technology are reducing at ever-increasing rates the size of the world community. As our world shrinks from the weight of this technological progress, our "neighbors" across the seas become more and more truly our neighbors. Once we had little need to attempt to understand and communicate with people 100 miles away because we had and needed very little contact. Today's technology has reduced that provincial geography to a shambles. With the geographic reduction has come an accompanying psychological enlargement of those alien "people-objects" into real and live persons with whom one must interact whether or not he would have it so. McLuhan speaks to this point:

> Electric circuitry has overthrown the regime of "time" and "space" and pours upon us instantly and continuously the concerns of all other men. It has reconstituted dialogue on a global scale. Its message is total change, ending psychic, social, economic and political parachialism. [4; p. 16]

The point is both obvious and nearly trite; it need not be elaborated here save for pointing out the international implications to which it alludes. An increased awareness of a human society rather than individual political societies ought not to be reflected only in our technological achievements. While the technology of mass media has expanded our physical horizons, men themselves remain as the essential element.

Research activities concerning the technological aspects of mass communication have been initiated recently on an international basis by such programs as UNESCO's proposal (1970) [6] to develop a world-wide network of mass communication centers. However, there exists no comparable organization whose concern is primarily with the social-psychological research of human, as opposed to technological, communication. We encourage and support such technological research efforts as UNESCO's while despairing the neglect by U.S. investigators of interpersonal human communication research in countries other than the U.S.

## PURPOSE

The purpose of this paper is to explain the concept of an organization for the retrieval and evaluation of international research data in the study of human communication (HumCo).

Our initial question was whether we were to infer that little HumCo work was being done outside English-speaking countries (primarily the U.S.). Preliminary investigation rapidly led us to reject that suggestion. However, we have found few attempts at collecting or disseminating, let alone evaluating, what must certainly be a wealth of now-obscure research information. It was from that basis that the idea for the organization described in this paper grew. It is our belief that the future progress of the speech communication discipline is dependent on an international data base.

## RATIONALE

The philosophy and functions of a "Human Communication International Research Corsortium" (HIRC) were developed very simply from the basic assumptions of scientific research in general. We presumed the need for a centralized agency in order to provide researchers and other scholars ready access to information otherwise very likely inaccessible.

Science is inherently cumulative and only stands firmly on the foundation provided by that research which has gone before. This is obvious in the physical sciences and ought to be obvious for the behavioral sciences. However much they might differ in specific techniques, the behavioral sciences share with the physical sciences this need for cumulative knowledge. If the scientific investigation of HumCo is to develop to its most worthwhile measure, the research of the past must become part of the reality of today. TO LIMIT THE EVALUATION AND DISSEMINATION OF PRESENTLY AVAILABLE INFORMATION IS TO RESTRICT NEEDLESSLY THE FUTURE GROWTH OF THE DISCIPLINE. Whether those restrictions are due to a geographic or academic provinciality, to translation difficulties, to sheer ignorance of what is available, or for whatever reasons, it is assumed that such limitations are not in the best interests of the discipline. And, in fact, such needless restrictions defeat the very methodological goals of scientific inquiry -- the capability of replicative and progressive investigation. Such replications must be creatively bound to previous research efforts in ways which mere duplicative research cannot match.

At present, diverse segments of the academic community conduct research on many HumCoproblems as well as on relevant related problems. The proliferation of behavioral-oriented communication research has led to an increasingly unmanageable body of literature and to many divergent subsystem research priorities. This is not to lament the fact that HumCo research interests have become mature enough to segment themselves into more clearly defined problem areas; to the contrary, this is as it should be.

The sheer scope of HumCo, however, creates the essential dilemma: the more clearly defined the specific research interests become, the more divergent they become; the more divergent those interests become, the more they become diffused over the entire population of investigators. This means quite simply that it has become most difficult to remain knowledgeable even about potential areas of research, and nearly impossible just to skim representative reports of

specific work in more than a few of those research areas. INEVITABLY, THE DEFINITION OF EVER-CLEARER RESEARCH INTERESTS AND SPECIALITIES LEADS TO MORE AND MORE RESEARCHERS KNOWING LESS AND LESS ABOUT MORE AND MORE.

Slowly, but rather surely, the rapidly accumulating bits and pieces of knowledge gleaned from HumCo research are being revealed as not building a unified house of theory and practice once envisioned. The importance of this notion was underscored recently in a report by the "Special Commission on the Social Sciences." [5]. The Commission, convened by the National Science Foundation, assessed the current state and promise of the social sciences in the United States. The Commission's lament, in large measure, was that the work currently being done within the various social sciences appears to be too fragmented, too splintered and individually distributed to result in concerted attacks on given problems.

> Empirical research tends to be exploratory, or for the purpose of testing theoretical propositions, rather than for practical problem-solving. Even when social science work is directed to application, it often produces fragments of knowledge that need to be joined with other fragments to present a program of action. Until this is accomplished, these fragments lie around, as John W. Gardner has put it, like loose bricks in a brickyard. [5; p. 15; underlining ours].

It does not take much imagination to conceive of contemporary American HumCo research as Gardner's "loose bricks;" it takes a little more to imagine that there are bricks lying in others' brickyards as well.

By having research information in one location, it would seem possible not only to methodically and intelligently "pull together" research and research themes, but more importantly, to be in a position of spotting weak areas and thus suggesting research to be conducted to reinforce the fabric with the missing threads. Such centralization of research data would allow for the continual evaluation of HumCo research, the dissemination of both the evaluations and the research reports as well as suggestions of research priorities necessary in the search for intelligently "complete" answers.

It is clear to us that individual research efforts are not enough. What is needed are many persons with many interests working on many fronts and, at the same time, some way to overview those individual efforts with the larger picture in mind. This was the beginning of HIRC.

SCOPE

It is extremely important at this point to emphasize what we conceive HIRC as not becoming: It ought not to be just an "international library," a far-ranging repository for individual documents. Its far more important function lies in the compilation of information in order to do something with it. It is that "something" wherein HIRC's potentially great contribution may be seen. It is intended to be a clearinghouse for sorting and sifting research reports with the objective of

pulling from individual research efforts those elements which, when combined, would offer a better perspective from which to assess the collective assault being made on given problems.

The HIRC concept ought not to be misconstrued as a "job for technicians," that is, in the sense of its operation being only technologically functional. Quite to the contrary, much professional skill and shrewd educated guessing is of basic import if its joint intellectual and practicial function of ADVANCING as opposed to simply COLLECTING information is to mature to worthwhile fruition.

Any computer may be programmed to cull and choose important variables and spot weak areas of research -- but not until the pertinent variables are tucked securely into its mechanical craw -- and we are a long way from knowing enough to keep a computer from starving to death. In fact, HIRC was designed to locate and consolidate just that type of information. However, even if the state of HumCo knowledge were developed to the point of having discovered and classified most of the important variables, such a concept as HIRC would still have its utility, it would simply be less critical to develop and more of an argument would rest on the economic features of centralization.

The point is fruitless to pursue beyond its having been made; HumCo researchers are in desperate need of an organization to DISCOVER important variables and their effects, not simply to UNCOVER and classify them. We think we have made a significant start in that direction with HIRC.

## FUNCTIONS

### Objectives

HIRC has two broad initial objectives relative to its primary purpose of evaluating and disseminating international research information relevant to the study of HumCo:

1. To increase the accessibility of relevant internatinnal behavioral research information and data by:
   a. Collecting, consolidating and storing international HumCo research documents; and
   b. Establishing the necessary means for creating a clearinghouse for the dissemination of that research information.
2. To generate a basis for focused, centralized research assessment and to stimulate continuity research by:
   a. Establishing a process of comparative evaluation of research; culling from diverse research reports those threads of similarities and differences which advance and attack research problems in an orderly fashion, noting strengths and weaknesses within given problem/variable areas as well as given research efforts; and

b. Establishing a system for the rapid retrieval both of research data and of suggestions for further research based on the staff's comparative evaluation of available research information.

As noted, the immediate, tangible objective of HIRC is the collection, evaluation and dissemination of international research data. THE ULTIMATE OBJECTIVE IS TO GENERATE A HEURISTIC BASIS FOR CONTINUITY RESEARCH. After the Consortium has been operative for a period of time, we anticipate the creation of a research program within the organization which will fund and conduct research suggested by the evaluative branch of the operation.

Initial Activities

At the outset of HIRC's operations a few general functions and initial activities would seem to warrant immediate attention:

1. Develop the necessary communication channels with international agencies (e.g. universities, regional research centers, etc.) for the collection of research documents, materials, etc. on a continuing basis.

2. Develop programs of specific research evaluation in order to classify available research and to identify strengths and weaknesses of that information in order to suggest necessary further research on given problems and variables.

3. Develop computer-based information retrieval systems and programs.

4. Develop specific methods for disseminating both the collected research information and the specific suggestions for research based on HIRC's comparative evaluation of available research information.

   a. Develop hardcopy output of such infromation in the form of a journal, monograph series, newsletter, etc. for professional distribution and specific research reports for consortium members, subscribers and other private distribution.

   b. Develop other output channels such as seminars, colloquia, regional meetings, etc.

5. Plan eventually to develop a research arm within the organization to conduct and fund research projects, primarily those arising from and/or relating to the "suggested research" developed in the "Evaluation" sector of HIRC.

DISCUSSION

There are several excellent reasons for the necessity of an agency such as HIRC, not the least of which is found in the "continuity research" notion. First, however, we would do well to recognize another need. It is obvious that we are rapidly and inevitably approaching an era of "internationalism" in which increasing personal and cultural as well as political contact with many persons from

many cultures will one day become a common reality. If we wish to understand, to speak with each other, rather than talk at each other, we had better have some basis for that understanding. Flying by the seat of one's pants on intuitive knowledge alone was satisfactory for the early days of aviation; such a procedure interacting with today's technology, however, would likely find one's pant seat hanging from a tree.

We are hiding our heads in a parochial sandbox if we persist in believing that outside our own academic and geographic boundaries there is little to learn in furthering our understanding both of other men and of the HumCo process. In a very brief span of time, the present writers have found many extremely pertinent research reports by foreign scholars dealing with problems relevant to HumCo, quite a few of which would likely have gone unnoticed but for a most observant eye and a lucky glance. (See, for example, Bjerg [1] and Blegen [2]. These two as well as many others represent substantive contributions to the study of HumCo and, keep in mind, are simply those reports which have been translated specifically for distribution in the English-speaking world). We are convinced there lies a great wealth of largely untapped (by us) knowledge to be mined by the exploration of foreign scholarship. To be sure, there likely exists much untapped information in the U.S. as well; nevertheless, the U.S. is hardly the repository of all knowledge.

International Perspectives

Unless we forgo our traditional psychic and geographic provincialism, we'll not only lose an opportunity to increase our understanding of others, we'll lose an opportunity to increase our understanding of the entire HumCo process. We must discard the antiquated "white man's burden" concept in both the acquisition and use of HumCo information lest we fall into the trap described so well in the recent report [3] dealing with the execution of many U.S. international programs. The report took issue with the way many programs were implemented abroad, primarily with the attitude that all we have to do is to teach the "natives" how to emulate our technological prowess and all will be well. As a result of such thinking, tractors have been left to rust in a faraway field because no one know anything about spark plugs nor, for that matter, had any; radios have been found in the underbrush, tossed aside when the "voice" inside died from electrical starvation. The list goes on. At any rate, many persons and disciplines in the physical and social sciences have not fallen prey to such a fate. International interaction, interchange and mutual understanding is second nature to such persons and disciplines. That seems generally not to be the case for those of us in HumCo -- yet. It ought to be.

It must be noted that to a great extent the above implied comparison of HIRC with other international programs is most unfair. Most American international studies, centers, projects, etc. typically are concerned with EXPORTING OUR information, knowledge, skills, talents to those outside our culture. HIRC, on the other hand, is concerned with IMPORTING OTHERS' information, knowledge,

skills, talents from outside our culture. In a sense, the difference suggested here is that projects such as the various international agriculture programs are intended to help, and thus are aimed at, the lower economic classes, while HIRC aims at the "scholarly" classes. The one emphasis is on DEVELOPING countries, the other on DEVELOPED. HIRC's emphasis is on the developed countries, that is, at least at first.

This must not be understood as implying that the informational output derived from HIRC could not be used in developing countries. It simply recognizes the fact that a farmer who tills his soil from dawn to late day with an antique plow has neither the time nor the inclination to speculate about nor to research questions relating to human communication. Neither does this imply he does not need to benefit from such pursuits. For example, in November, 1970, the writers were among those from whom A.I.D. requested a research proposal to determine the research priorities necessary for the future use of communication technology in developing countries. HIRC, functioning as outlined in this paper, could have provided at least a part of that information to A.I.D. -- not on a one-shot basis, but on a continuing basis, so long as the operation were maintained. This would have been a lovely area in which HIRC could have helped in the developing countries. HIRC must obviously become fully operational, however, before such aid may be given.

Continuity Research

"Continuity research" is the keystone to the Consortium concept. Commonplace, indeed, is the cry that researchers seem only to attack problems disjointly, ununitedly. Educational institutions regularly require, as do journal editors, extensive "reviews of literature" on which to base one's own work. Unless this practice has become a simple exercise of proving one has read the material just to prove it, there obviously exists a need to base one's work on what has gone before. That need exists not only for work done in HumCo within the U.S., though it surely exists here (in great measure unfulfilled), but also for work done throughout the world across many cultures, across many peoples. "There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy."

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CONFERENCE LUNCHEON ADDRESS

"Communication Rights of Mankind:
Present and Future"

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Chicago held a very special place in my boyhood puzzlements. As you can perhaps still hear in the way I talk, I grew up out in the country in South Dakota. For my first eight years of "learning," I attended what now appears to have been an avant-garde and subversive, old-fashioned, one-room country school. By Dakota standards, we lived within easy walking distance of that school, it was only about a mile down the road, and between our homestead and the school lay the Chicago and Northwestern railroad tracks. On a lucky day, a long, slow freight would emerge out of the horizon and block our path for a time. We'd wave at the engineer, the hobos in the box cars, the few hardy travelers in the passenger car, and the man in the caboose. Usually, a few crows would perch on the telephone and telegraph lines and join us in our train-watching.

Just among us boys, we were pretty sure there was a Chicago, and that the train did come from there. But we weren't really certain about that because we always wondered what happened down-line where the railroad tracks seemed to run together and the telephone poles seemed to sink into the ground. On a day made eventful by the passing of a train, we'd arrive late for school, and to lift the shroud of silent disapproval that a country school teacher often draped over misbehaving boys, we countered with out best and brightest questions. I still remember the answers. Yes, of course, the tracks extended to Chicago. No, she didn't know anyone who had ever taken the train to Chicago. Yes, of course, both the telephone and telegraph lines stretched all the way to Chicago. No, she had never got a telegram from anyone in Chicago or phoned there; didn't know anyone who had either. In the days of my early boyhood, Chicago was an unimaginable place -- somewhere out there beyond the morning mist of the prairie horizon.

Many of you, also, grew up out in the country or in small towns within a radius of a few hundred miles of Chicago. Quite naturally, the professional Association we form has its roots deep in the good earth of mid-West America. After harvest-time last September, a few of us met out in the country at Airlie House to consider the future of our Association, to inquire what our priorities should be, and to plan how these priorities or goals might be met. As you know, the Airlie House group recommended -- and our Association approved -- a challenging set of goals. Among these recommendations, as a highest priority long-range goal, was the simple but comprehensive: To Advance the Right of Man to Communicate. It is this goal that I would like to talk to you about today for our Association has placed that Right to Communicate goal on its formal agenda and it is likely to remain an item of unfinished business for a considerable time.

When we speak of a long-range goal, we are speaking of a span of time longer than the productive life of a professional person in our field, but not longer than the productive

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life of our professional Association; in other words, more than five decades, perhaps a century or more. When we wish to look a half century down our country road and on into the future, it is useful to reconsider a similar span of time in the past -- and to create thereby a time-umbrella over the present.

In looking again at the half century past of our Association, we note that it was first organized as the National Association of Academic Teachers of Public Speaking (here in Chicago on a Saturday afternoon) in 1914; subsequently, it was transformed into the National Association of the Teachers of Speech, then, the Speech Association of America, and most recently, the Speech Communication Association. Each of these transformations extended the time and space dimensions of our Association. And our circle of concerns continues to widen. For as you recall, another major goal out of the Airlie House conference was that the Association again plans to reorganize and transform itself. Even though at times we seem to move slower than a freight train in South Dakota, our Association has been and continues to be a dynamic and adaptive one.

I mention the re-organization goal along with the Right to Communicate goal because they are interdependent. Individually, and as an Association, we have taken the train, found that the railroad tracks do not come together at the horizon, and have finally arrived in Chicago. But once in Chicago, we now discover that Chicago is not the end of the line but is rather a switching center, a node in a global communication network. It is this enlarged reality, interlinked by Chicago and the other world cities, that prompts a reorganization of our Association and encourages us to advance the Right of all of us -- the now nearly four billion of us -- to Communicate with each other. Our circle of concerns grows ever wider.

To guide us in our journey beyond Chicago, we listen with profit to a man who contributed much in Chicago and elsewhere in the world. I refer to Adlai Stevenson who once said that what America needs is a good hearing aid. When you travel outside the U.S. you will hear and see what he meant. But it was at Geneva during the final sentences of what was to be his last speech that he caught the spirit -- the tone and the perspective -- for that which is yet to come. Stevenson said:

> "We travel together, passengers on a little space ship, dependent on its vulnerable reserves of air and soil; all committed for our safety to its security and peace; preserved from annihilation only by the care, the work, and, I will say, the love we give our fragile craft."

This spaceship earth perspective still stretches familiar notions beyond comfortable limits for most of us. I'm not a member of the flat earth society even though I grew up on some of the world's flattest lands, and I've been around the world twice, but I expect to continue to feel uneasy when I fly off the edge of the Mercator map out of Delhi, and to feel relief when I arrive at a destination on the other side. By the way, is Delhi closer by air to Sydney or Singapore -- or to Hong Kong where this Association elected not to go to for an annual convention a few years ago? Or to bring these questions of time and space a bit closer to home, when Bill Work phoned a few weeks ago to ask if I could make the 4,000 mile trip to Chicago for this meeting, the conver-

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sation began like this: "Hello, Stan. This is Bill Work. What time is it?" "Eight o'clock." Pause. "Did you just get up?" "No." Perhaps you notice the clever way he avoided asking whether it was morning or evening. Bill's call was balanced by a good friend phoning in from Tokyo to let me know he was coming to Honolulu. Naturally, his first question was "What day is it there?"

To complete our spaceship earth orientation, let me ask a simple question that John Bystrom's group deals with routinely in the course of operating the PEACESAT Project (Pa: Pacific Educational and Communication Experiments by Satellite). If it is twelve noon on Wednesday in Honolulu, what hour and what day is it in Suva, Fiji or Wellington, New Zealand?

By contrast to that still awkward spaceship earth perspective, the Right to Communicate concept seems comfortably simple. Professionals in our field can with enthusiasm say, "That's a good idea. I'm for it. I'd like to advance the Right of Man to Communicate." I share your commitment, of course. But our good intentions tend to be culture bound, to spring from within the value system of a single culture, to grow from the soil within the circle of Chicago. To clarify what I mean, permit me to start again at the beginning.

First of all, spaceship earth is not yet finished. From time to time, volcanic eruptions add new earth to existing island . And occasionally, new island emerge from the bottom of the sea. Assume a recently formed volcanic island in PEACESAT and Pan Am territory somewhere in the South Pacific. To make you an omniscient and detached observer, I would like to put you in Skylab, and bestow upon you the powers of a Greek Daedalus by giving you total power to observe, study, and control human communication on that island.

So, you are in Skylab, and as you begin your observations of your Pacific Eden, there are two and only two persons on this island and you immediately recognize them. They are the man and woman who have their pictures on the Pioneer 10 plaque. Let's be Christian about this and name them Adam and Eve.

When you first look in on Adam and Eve, you discover that they are engaged in an activity that has occupied all men and all women for several hours everyday of the human lifetime. They are engaged in conversation; they are talking to each other; they are communicating. For a few minutes, the conversation goes smoothly. Abrubtly, Adam stands up and walks away. Eve says, "But Adam, I..." At this decision point, the question of Communication Rights begins to emerge. Does Adam have the Right to terminate communication? If so, under what conditions. Most simply, does he have a Right Not to Communicate? Is it conditional, or unrestricted? Does Eve have a Right to compel Adam to continue communicating? If her need to communicate is great enough? Even if it is extremely punishing for Adam to continue communicating?

In your Daedalus-like wisdom, suppose you conclude that this question of Rights can be neatly solved by adding more possibilities. For Eve, you build an airport and arrange for regularly scheduled air service, and make the island a world tourist center. She will then have a wide variety of different persons to talk with. For Adam

to keep him happy, you give a PEACESAT ground station and arrange for him to discover that he can now communicate with anyone else in the entire world. But one day, as Adam is communicating, he happens to mention that he and Eve descended directly from the sun -- as some Pacific peoples believed -- and that he knows how to regulate human population growth -- as some early Pacific peoples apparently did. Immediately, Adam is flooded with questions and requests, and invitations to fly to distant places to make speeches. Abruptly, unexpectedly, one day he goes blank, experiences communication overload, communication shock. Even if Adam has special information of high value to all mankind, does Adam have the Right to withdraw from communication before he disables himself? More directly, how might Communication Rights at the individual, the community and the world interfaces be brought into harmony?

When we consider the fundamental questions of Communication Rights for even an isolated dyadic communication system, and add in the communicator linking capacity of the present-day worldwide transportation and telecommunication networks, we find that we require a spaceship earth perspective. As Stevenson said, "We travel together..., we share the fragile resources..." of our little spaceship. And among the most fragile of these resources is our human capacity for communication.

In my introductory comments, I have tried to suggest that if we choose to advance the Right of Man to Communicate, at times, we will need to lift our eyes and hearts from the flat earth of mid-West America, look beyond Chicago as Stevenson did, and work to preserve the fragile craft on which we live out our multifold, multicultural and mutual Odyssey.

What I wish to say next is divided into three major parts and a summary -- an organizational arrangement which should be surprise-free for everyone here! First, within a Stevenson sized spaceship earth, I would like to sketch out what the British Socio-Economist, Robert Theobald, now calls the Communication Era. Second, within the whole earth perspective of that Communication Era, I will raise questions about present and future communication needs. Third, I will expand on the fundamental questions that cluster around our Communication Rights goal. In the summary, I will outline some of the projects that are now underway and ask that you join us in our endeavors.

Communication Era

At about the time in 1965 when Stevenson spoke of spaceship earth, Al Toffler began to use the term future-shock to describe that condition where change occurs faster and on a larger scale than even before, and Daniel Bell began to see that such a rapid, large-scale change was leading on to a post-industrial society. The term post-industrial is obviously a temporary one similar to "horseless carriage" or the "wireless." In the same time-span, Robert Theobald became interested in what he called the transition from the Industrial Era to the Communication Era. I find Theobald's Communication Era framework useful in thinking about Communication Rights and the futures of human communication and hope that you will too.

I expect that Toffler, Bell and Theobald would agree that we should not only anticipate alternative futures, but that we also live in alternative presents. The present is a time of alternative or multiple eras, a time of cultural diversity. The 10,000 year

Agricultural Era still dominates many of the communities of the world especially in rural India. The 200 year long Industrial Era is just beginning in some communities in China and is winding down in some communities in Europe. Some communities may leap-frog directly from the Agricultural Era to the Communication Era, as some island communities of the Pacific are now doing. Of course, each of these Eras has characteristic communication structures and patterns. I would now like only to sketch out some of the time and space dimensions of the Communication Era.

The Communication Era promises to unfold in the period from 1970 to 2020, in other words, in the next five decades. The virtuoso communication display of the Apollo 11 moon venture marks the beginning of this Era. The Communication Era will be superceded by the Post-Communication Era, most probably about the year 2020, when contact is made with intelligent life from outer space. Lest this last assertion seem overly speculative at this time, permit me to remind you that the space probe, Pioneer 10, is on its way. Attached to it is the Adam and Eve plaque I referred to earlier, and that plaque carries a message from us earthlings. It also gives our earth address. No longer if, but rather when such contact is made between our civilization and a distant one, and communication is established, a renaissance can be anticipated. That renaissance will launch a Post-Communication Era -- I leave the probable characteristics of that new era to be puzzled out by that underused but unexcelled biocomputer you now carry around between your two ears.

But even when we severely limit ourselves to only this planet, the dimensions of the Communication Era may still exceed our mid-West horizons by an uncomfortable margin. Rather than overload you with charts, and photos and diagrams, I prefer to call on your imagination -- somewhat akin to that call in the thrilling days of yesteryear when the Lone Ranger and his compadres held forth in the theatre of the mind.

To begin, recall the sight of our blue planet as you first saw it suspended in space. Imagine communication satellites positioned in geostationary orbit at 22,300 miles above the equator. Then, imagine satellite ground stations, land lines, cable, telephone exchanges, broadcast stations, and an array of terminal equipment in offices and homes -- TV sets, radios, telephones, and their successors. Call all this interlinked hardware a world telecommunication network. Similarly, imagine a network composed of jetliners, airports, highways, trains, buses, cars -- a world transportation communication network. The key symbols, as Arthur Clarke repeatedly points out, are the communication satellite and the jetliner. These two new items of technology have in a few short years, largely since 1965, forged two global communication networks. And these networks, increasingly provide the linking capacity to make it possible for any human to communicate with any one other, or several, or many humans on the face of this earth.

For the most part we humans still communicate intensively with persons who are nearby and well-known. But over the years, we begin to communicate with each other less face-to-face, and more over the telephone and through the broadcast media. Significantly, we begin to allocate a higher proportion of our communication day to intercultural communication -- communication with a variety of strangers who live at a distance. Prophetically, both the satellite and jet are increasingly unaffected by earth surface distance. Spaceship earth shrinks and it is wired for human communication.

The spur of necessity stimulates the worldwide growth in intercultural and multicultural communication. The scale of our urgent human problems such as ocean pollution, population growth and skyjacking provide the obvious examples. Likewise, the desire to combine Western sciences and Eastern wisdoms prompts an East-West dialogue. To facilitate the solution of mutual problems and the development of mutual possibilities, communication is required -- and will further require mutual Communication Rights. Fortunately, just now, the two global networks provide a much increased capacity for linking human communicators.

As we imagine the sum of human communication on the whole earth, we envision a great space in which messages and communicators move about. This space, this communication space, if you will, has structures and patterns within it. Call these a communication infrastructure. That infrastructure encompasses the two great communication networks -- transportation and telecommunication, the policy that governs the growth and use of those networks, and the systems that human communicators organize for their own purposes -- which systems are in turn linked by the networks and governed by policy.

I shall have more to say about linkages in relation to rights. And, before moving to a discussion of communication needs, I would like to spend a few moments on time in the Communication Era.

As you know, our spaceship earth has a life expectancy of nine billion years; its present age is about 4.5 billion years. We humans appeared about four million years ago, and got into the communication business about half a million years ago. We are newcomers on a middle-aged planet.

About 500,000 years ago we numbered about ten million and nearly all of us learned to talk and listen. About five thousand years ago, we numbered about 75 million and a few of us learned to read and write. About five hundred years ago, we numbered about 400 million, the printing press was invented, a few of us wrote things that got printed, many copies were made, and many persons learned to read. Then, mostly within the last fifty years, telegraph, telephone, radio, TV, trains, cars and planes were invented, produced, and brought into use in various combinations by a growing percentage of the now nearly four billion of us. Many of the most important developments in human communication history have occured during the half century history of our Association.

As we consider the Communication Era for the whole of spaceship earth, then, we imagine a communication space. Within that space we detect a communication infrastructure. That infrastructure includes the two world communication networks, communication policies, four billion communicators with culture shaped attitudes, skills, and questions. The structure is real; the communication patterns are dynamic. The Communication Era will continue until about 2020 -- just after the centennial of our Association.

Within a Communication Era infrastructure, we can pose the critical question: At present and in the future, what must be the Communication Rights of Mankind?

Communication Needs.

At Airlie House during our discussions of the Right to Communication concept, Bob Kibler suggested that we try our hand at a Bill of Rights or a Declaration of the Rights of Man to Communicate. The Virginia air seems to stimulate such thoughts. Bill Howell and I worked out a very rough draft of such a Declaration -- we called it -3 because we finished it just before three in the morning. Back in Honolulu, I worked up another draft. By then it was becoming evident that there were two critical flaws in that direct approach. It was monocultural rather than multicultural in conception and development. And, we discovered we did not know with adequate precision what domain the Declaration of Rights should cover. Most basically, we know too little about the communication needs of man, of all four billion of us humans. We had ventured far from the circle of Chicago and we did not have a map.

As we move into a Communication Era, simultaneously experiencing future shock, culture shock, and communication shock, we are abruptly informed by the events around us that communication needs are changing. Until recently, we in this Association were in comfortable agreement about what the communication needs were, if not for all of mankind for at least that representative sample of humans that gathered in our classrooms. As the first name of our Association announced, above all else, we thought a young person needed to learn to stand before an audience and deliver a public speech. That was assumed to be a basic -- and in some cases, only -- communication need. A democracy needed people with just those communication skills; when it had them all would be well.

In the last few months, quite unambigously, we have found that not only do we not know enought at this time to draft a Declaration of Communication Rights, no other single cultural perspective, professional group, or institution can formulate such a document either. Consequently, we have set about forming Regional Study Groups and a World Council which I'll describe a bit later. The quest for a set of Communication Rights for all of us, will in the long-range, require inputs from a considerable percentage of Mankind. It is a grass-roots endeavor.

From this broad base, the Communication Rights questions lead in three directions: to communication technology, to communication policy, and most fundamentally, to human communication needs.

As a very rough first approximation, at least five partially culture-free areas can be named in which at least some of the communication needs of man may lie. These areas are intended only to be suggestive.

* Privacy Need Area. Need for rest, solitude, thought. Requires suitable architecture and community structure.

* Association Need Area. Need to assemble for a full range of communication purposes, with a suitable variety of other human communicators. Requires two-way communication in suitable social structures and two-way communication technologies.

* Information Need Area. Need for reliable information from easily accessible sources. Requires both personal and impersonal arrangements including mass media and user-activated information technologies.

* Environmental Monitoring Need Area. Need for timely alerts of both routine and emergency events. Requires suitable global monitoring system, a communication "ERTS."

* Synergy/Serendipty Need Areas. Need to participate in the creation and invention of new information. Requires two-way systems.

Permit me to repeat, these areas are intended as illustrative of some of the areas in which specific communication needs may be identified in a long-term, large-scale, worldwide attempt to build a multicultural specification of human communication needs.

We need to know more about communication needs before we can progress very far in our quest for communication rights. Also, such a specification of needs would be useful to the engineer who designs the technology and the statesman who shapes the policy -- and, of course, the educator who designs the curricula that anticipates the future of human communication in the Communication Era.

I urge you to direct some of your research efforts to a re-examination of fundamental communication needs. The results you obtain, the specifications you develop, will be very widely useful.

Communication Rights

As you know, the Universal Declaration of Human Rights was approved by the United Nation's General Assumbly in December, 1948. Some of its thirty articles bear directly on human communication. Just how many of those articles depends on how we define communication. Recently, in re-examining Article 19, Jean d'Arcy remarked that it needed to be extended into a full-fledged Right to Communicate.

If we use a widespread Industrial Era definition of communication -- that is, a source transmitting information to a receiver, etc. -- then, only Article 19 applies with particular emphasis on the right..."to seek, receive, and impart (or transmit) information. But if we employ an emerging Communication Era definition -- that is, communicators engaged in information interchange to achieve a mutual purpose -- then, in addition to Article 19, Article 20 on association and Article 18 on personal thoughts also apply.

For the moment, take only the right to receive and impart information aspects of Article 19. Very few communicators have an equal right to receive and impart information. The technology we build, the policy we form, the communication attitudes and skill that develop now combine to create and to perpetuate a serious imbalance. Should, for instance, a Billy Graham have the right to impart his version of the "true word" via direct, worldwide satellite television -- if he can afford the cost? In particular, if only he can afford the cost? Even if people watching TV do not as a consequence continue to attend the small local churches that exist in each of the communities of the world. When we grant one man, or one organization, such as a government,

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an extraordinary right to impart information, we to an important extent deprive other persons the right to impart information, and we decrease the available variety and diversity of information in the world.

I submit that you will find countless instances of a serious receive-impart imbalance. It began with the printing press and was amplified by radio and television broadcasting. That imbalance exists at all levels from the worldwide to the Adam-Eve dyad on an isolated island. That receive-impart imbalance is inherent in any source-receiver model of communication.

The direct result of a large scale receive-impart imbalance is Communication Imperialism -- unintended, inadvertent in most cases, I grant that, but nevertheless real as, for instance, the residents of Singapore know where 70% of their television offerings are from among those prepared for U.S. TV that you would not consider worth warching. The U.S., Europe, and now Japan are finding that they have become imperialists in the area of communication. This is one of things I suspect Adlai Stevenson had in mind when he said that what America needs is a hearing aid. A large scale talk-back capacity is urgently needed. The PEACESAT Project provides an instructive model for a large-scale, two-way, interactive, interchange system where talk-back is a central feature.

My point is that we -- and I mean now, you and me -- need communication rights quite as much as any other person or peoples do, including those poor persons in every community of the world (including your home town and mine), as well as those persons who live in the communication-poor communities in the developing regions of the world. Consider Vietnam, the Pentagon Papers, and Watergate. Because of the receive-impart imbalance that now exists, the task of developing Rights is difficult. It is also very important.

There are a number of steps that we can take now. I suggested the systematic study of communication needs. We can also examine the fragments of communication rights that now exist in the communities of the world as a means of getting a feel for what has been done, the dimensions of the question, the useful avenues to pursue. Region by region, we can meet in study groups. And, we can meet in world council.

Out of such deliberation and consultation might grow a revision and extension of selected Articles in the Universal Declaration of Human Rights, or a new and independent Declaration of Communication Rights, or perhaps neither of these. In the Communication Era we may wish to write down only those agreements we wish to forget about. Communication Rights will be lived in moment by moment decisions across the billions of life spans of the entire Era. The Right of Man to Communicate is a real-time concept.

The Communication Era unfolds in an enormous infrastructure; that infrastructure promises to become the nervous system of mankind, the world brain, the noosphere. All of us have a vested interest in guiding such developments. The new realities we negotiate and Communication Rights we declare are inseparable from the quality, the quantity and variety of human communication. Communication Rights require new fundamentals for our field. Finally, if I understand what Bob Jeffrey has been saying in recent months, we also need a multi-cultural moral philosophy of human communication.

Our Association, as a long-range goal, seeks to advance the Right of Man to Communicate. As I said in my introduction, that goal is interdependent with our goal to reorganize the Association. As our Association pursues these goals and the other Airlie goals, it will change itself. Such change, I believe, will be for the better.

Summary

To summarize, I would like to list for you some of the Communication Rights Activities:

* The Airlie House Conference last September endorsed as a highest priority the long-range goal: To Advance the Right of Man to Communicate. It is hoped other communication associations around the world will do likewise and share their results with us.

* Our Association approved a Communication Rights Commission whose members are William Howell, Franklyn Haiman, Edward Stewart, Tom Tedford and myself. It is hoped other communication associations in the world will also form committees and commissions and that an "invisible College" arrangement can be developed among them. You can be of assistance in helping organize these committees.

* Communication Rights Seminars will be encouraged in many locations around the world, possibly satellite interconnected within the U.N. University framework. It would be helpful if you would encourage such seminars or courses in your own institutions or, better yet, undertake to offer them yourself.

* Communication Rights Regional Study Groups are being planned for early 19[illegible]. The first of these will cover the Americas Region and a second will center in the Pacific. The Study Groups will operate on the Airlie House discussion/dialog pattern.

* Communication Rights World Council has been proposed as a coordinating agency for a wide range of Communication Rights activities. We will keep you informed on developments here.

* Newsletter will be published. Please let me know if you would like to be on the mailing list.

As you recall, on this day, in 1965, Adlai Stevenson died on a London street of a heart attack. I would like to close by repeating the final paragraph of his last major public speech:

> "We travel together, passengers on a little space ship, dependent on its vulnerable reserves of air and soil; all committed for our safety to its security and peace; perserved from annihilation only by the care, the work, and, I will say, the love we give our fragile craft. We cannot maintain it half fortunate, half miserable, half confident, half despairing, half slave -- to the ancient enemies of man -- half free in a liberation of resources undreamed of until this day. No craft, no crew can travel safely with such vast contradictions. On their resolution depends the survival of us all."

Permit me to add that on spaceship earth human communication capacities are among the most vulnerable and valuable of our resources. Not only can we preserve our communication resources and ourselves from annihilation, we can -- because we choose to do so -- advance the Right of Man to Communicate.

Mahalo and Aloha.